

# **SHAPING THE FUTURE**

**A Five-Year Plan for  
Iowa's System of  
Community Colleges**

**ANNUAL PROGRESS REPORT  
to the Iowa State  
Board of Education**

**August 12-13, 2004**



State of Iowa  
Department of Education  
Grimes State Office Building  
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## **Introduction**

### ***“Shaping the Future: A Five-Year Plan for Iowa’s System of Community Colleges” Progress Report to the Iowa State Board of Education August 12-13, 2004***

#### **Background Information**

(Background information is taken from the August 2002 Progress Report to the State Board of Education, “Shaping the Future: A Five-Year Plan for Iowa’s System of Community Colleges.”)

As Mr. Cal Callison, former State Board of Education member and chair of the Community College Council; former president of Southeastern Community College in West Burlington; and former principal at Winterset High School, reminded the State Board as the community college strategic plan was being developed, “It is important to remember that Iowa has a system of community colleges, not a community college system.” This distinction reinforces that Iowa did not create a highly standardized community college system, but designed a structure, which allows for significant autonomy, flexibility, and responsiveness. This design also allows for statewide planning, collective activity, and the sharing of resources, which are important in times like today when economic needs of the state require a broader response.

Iowa’s system of community colleges has become the largest provider of the first two years of undergraduate education, technical education, and workforce training and retraining in the state of Iowa. About 25 percent of Iowa’s adult population is annually enrolled in credit and non-credit offerings. In 2001, the community colleges began implementing its first statewide strategic plan.

The leadership and administrations of each community college aligned their individual community college goals and objectives with the state plan, and designed specific activities to move the state agenda forward; the Department of Education’s Division of Community Colleges and Workforce Preparation developed its annual objectives and work plan to be consistent with the strategic plan goals and initiatives; and the Iowa Association of Community College Presidents and the Iowa Association of Community College Trustees also developed and implemented priorities to accomplish these statewide goals.

This report provides an update of activities undertaken during FY04 by the community colleges, jointly and at the local and state levels, to accomplish the goals and initiatives of “Shaping the Future: A Five-Year Plan for Iowa’s System of Community Colleges—2001.” House File 2433 stipulated that implementation of the plan begin July 1, 2001. The plan was developed by the Stakeholders Working Group whose membership was defined by the legislation and included representatives of the following groups:



- ◆ Governor's Office
- ◆ Iowa Association of Community College Trustees (IACCT)
- ◆ Iowa Association of Community College Presidents (IACCP)
- ◆ Iowa Department of Education
- ◆ Iowa Workforce Development
- ◆ Iowa Department of Economic Development
- ◆ Iowa Senate and House of Representative Republicans
- ◆ Iowa Senate and House of Representative Democrats
- ◆ Iowa Association of School Boards (IASB)
- ◆ Iowa State Education Association (ISEA)
- ◆ Iowa Association of Business and Industry (ABI)

Mr. Don Roby, former chair of the Iowa State Board of Education's Community College Council, served as chair of the Stakeholders Working Group. The plan was approved by the State Board of Education.

"Shaping the Future" is built upon the shared values of:

1. Access and Opportunity
2. Responsiveness
3. Collaborative Relationships
4. Community and Civic Responsibility
5. Local Controlled and Shared Responsibility

These five values are imbedded in the strategic goals:

**Goal 1:** Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

**Goal 2:** Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

**Goal 3:** Iowa's system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans, and to allow Iowa to compete on a national and international level.

**Goal 4:** Iowa's system of community colleges will demonstrate effectiveness and efficiency for achieving the system mission and goals.

**Goal 5:** Iowa's system of community colleges will recruit, enroll, retain, and/or graduate persons of under-represented groups (i.e., gender, race/ethnicity, socio-economic status) in all programs.



Each goal is followed by a series of initiatives to be implemented to accomplish the goal.

The goals and initiatives are detailed in Appendix A. The timelines of major activities undertaken to meet the requirements of developing and implementing a five-year statewide strategic plan for Iowa's community colleges from the passage of House File 2433 to the present is given in Appendix B.

Many of the initiatives of the strategic plan were formulated for implementation at the local community college level and through the cooperation and joint efforts of the colleges, through the Iowa Association of Community College Presidents, the Iowa Association of Community College Trustees, community college liaison groups, and the Department of Education.

"Shaping the Future" is a five-year plan; as progress continues and the condition of the state and nation changes, goals and initiatives of the plan may be revised. Planning is an ongoing activity. The plan may also be amended to reflect new or additional priorities. In October 2002, the State Board appointed a subcommittee, again chaired by Mr. Don Roby, former chair of the Community College Council, to incorporate a strategic objective related to the recruitment, enrollment, retention, and success of minorities and women in vocational-technical programs. In January 2003, the State Board of Education amended the strategic plan to include the following goal:

**Goal 5: Iowa's system of community colleges will recruit, enroll, retain, and/or graduate persons of under-represented groups (i.e., gender, race/ethnicity, socio-economic status) in all programs.**

Goal 5 is followed by the series of initiatives to be implemented to accomplish the goal. The State Board of Education's request for community college program enrollment disaggregated by program clusters, gender, and under-represented groups are provided as a separate report within Goal 5.

### **Purpose of this Update**

The Department of Education's Division of Community Colleges and Workforce Preparation submitted the first progress report on the plan to the Community College Council and to the State Board in January 2002 – "Shaping the Future: A Five-Year Plan for Iowa's System of Community Colleges – Coordination of Statewide Responses by the Iowa Department of Education – Progress Report to the Iowa State Board of Education – January 2002." This report covered the first six months of the plan's implementation. On August 1, 2002, a full year after the implementation of the five-year plan, the second six-month update was submitted to the State Board of Education.



The second report supplemented the January 2002 report. It included activities undertaken collectively by the community colleges through the Iowa Association of Community College Presidents (IACCP), the Iowa Association of Community College Trustees (IACCT), the Department of Education, and the initiatives undertaken at the local community college level. Following the submission of these two reports, the Department of Education recommended that the reporting cycle move from a six-month to an annual or 12-month cycle. The second annual report to the State Board of Education and to the Stakeholders Working Group was approved on August 14, 2003.

Iowa's community colleges are designed to be responsive, flexible, and accessible institutions committed to quality. The statewide strategic plan goals and initiatives are consistent with the goals and objectives of all community colleges. Their responses are varied, based upon local and regional needs and resources.

The purpose of this report is to summarize the collaborative responses of the community colleges and the activities of the Department of Education, IACCP, IACCT, and community college liaison groups undertaken during FY04 to accomplish the goals and objectives of the five-year statewide community college strategic plan.

### **Structure of the Report**

This report is divided into the following three parts.

- ◆ Background and purpose of this report.
- ◆ An executive summary highlighting some of the collective responses of Iowa's community colleges to the strategic initiatives through the joint planning and activities of the community colleges, the IACCP, the IACCT, community college liaison groups, and the Department of Education.
- ◆ A compilation of the Department of Education, IACCP, IACCT, community college liaison groups, and individual community college responses to each strategic plan initiative. The responses are listed by goal, then by initiative.

Every community college has implemented its own strategic planning process, linking assessment to planning and planning to budget. Each community college monitors its progress toward attainment of its college goals and objectives, and provides regular updates to its board of directors. The local community college goals and objectives are consistent with the statewide strategic goals and initiatives. The community college mission is examined and revised or reaffirmed on an annual basis. Community college plans are submitted annually to the Department of Education.



- ◆ Part III contains the strategic plans and progress reports of all 15 community colleges. A limited number of copies of each college's report have been submitted to the Department of Education. It is the department's goal to provide access to an electronic version of all community college strategic plans and progress reports. In the interim, hard copies of individual community college reports are on file and can be obtained by contacting the Division of Community Colleges and Workforce Preparation at 515/281-8260 or via e-mail at [stephanie.weeks@iowa.gov](mailto:stephanie.weeks@iowa.gov).







## **Executive Summary**

### ***"Shaping the Future: A Five-Year Plan for Iowa's System of Community Colleges" Progress Report to the Iowa State Board of Education August 12-13, 2004***

FY04 marks the third year of implementation of "Shaping the Future: A Five-Year Plan for Iowa's System of Community Colleges."

This executive summary highlights new initiatives and activities undertaken during FY04 by the Department of Education, the Iowa Association of Community College Presidents (IACCP), the Iowa Association of Community College Trustees (IACCT) and the community colleges individually and collectively to accomplish the goals and initiatives of the statewide community college strategic plan. The accomplishments do not include ongoing, operational activities of the colleges, or the Department of Education. The following list is not meant to provide a comprehensive or complete list of these activities, but should give the reader a sense of the collective commitment to the agreed-upon statewide agenda.

- ❖ Legislative Agenda—The IACCP and IACCT jointly developed a legislative agenda regarding community college funding and issues for 2004.
- ❖ Management Information (MIS) System—The community college MIS is an electronic data transfer and collection system that the community colleges and the Department of Education designed to meet the collective information needs of the system of community colleges, and federal and state reporting requirements. A significant project completed during FY04 is the revision of the Adult Education and Continuing Education Reporting Requirements and Data Elements.

To ensure consistency in reporting and adherence to agreed-upon definitions, the Department of Education conducted enrollment audits specific to Pell recipients enrolled in approved vocational-technical programs at all community colleges.

- ❖ Quality Faculty Development Plans—Between July 1, 2003, and June 30, 2006, Iowa Code requires the Department of Education to conduct on-site visits, (at least five a year) to ensure each community college's compliance and progress in implementing a quality faculty development plan. The Department of Education staff conducted eight on-site visits. During FY04, the results of these visits will be reported to the State Board of Education in the fall 2004. The Department of Education is co-sponsoring a conference in November 2004 for community college faculty and administrators to highlight and share what each college is doing with their individual faculty quality plans.



- ❖ Common Course Numbering System—The chief academic officers met during 2004 to determine which courses had sufficient common content to be considered “common” for the purpose of statewide numbering. A numbering pattern was established. During the next fiscal year, matrices will be finalized and checked by academic administrators and faculty for accuracy. A fall 2005 implementation date is expected.
- ❖ Community College Accreditation—Iowa Code (260C.47) requires the state accreditation shall be integrated with the Higher Learning Commission (HLC) process including the evaluation cycle, self-study process, and criteria. Five (5) major areas of revision of the state accreditation process have been identified; a plan for the integration of the State Board approved program evaluation process into the accreditation process will be presented to the State Board in September 2004. A timeline for completion of the other four components is developed with a completion date by FY06. Many community colleges report the establishment of Academic Quality Improvement Project (AQIP) teams to develop a culture of data-driven decision-making, and to move toward the HLC alternate AQIP accreditation. The Eastern Iowa Community College District completed its first four-year accreditation cycle using AQIP. The Iowa Recognition for Performance Excellence (IRPE) recognized the EICCD as the first educational institution to receive a State Quality Award. The EICCD submitted an application to the IRPE in August 2004, and an application to the Baldrige National Quality Program in May 2004.
- ❖ Iowa Community College On-Line Consortium (ICCOC)—In 2002, the ICCOC was formed; in July 2002, NCA (North Central Association) granted approval for consortium members to provide all coursework for an associate degree on-line. Articulation agreements have been finalized with several four-year colleges that allow community college students who have completed programs delivered through the ICCOC to earn their bachelor degree on-line.

Total enrollment in ICCOC classes during FY04 was 12,173, up 37.45% from FY03 (duplicated headcount). The ICCOC unduplicated headcount during FY04 was 6,001 students up from 4,635 in FY03. A total of 550 class sections were offered during FY04, up 56 percent from FY03. Class sections are limited to 28 students. There are 215 unique college credit courses developed and available online. Not all courses are offered every semester. A total of 171 instructors taught online during FY04, up from 105 in FY03.

The ICCOC membership consists of Eastern Iowa Community College, Iowa Lakes Community College, Iowa Western Community College, Northwest Iowa Community College, Southeastern Community College, Southwestern Community College, and Western Iowa Tech Community College.



- ❖ One Source Training: A Partnership of the Community Colleges of Iowa—One Source Training was established through a 28E agreement with all the community colleges and is designed to assist businesses, organizations, and governmental agencies to provide consistent quality training throughout the state of Iowa. One Source is a client's single point of contact to develop, schedule, and arrange the delivery of training at multiple Iowa locations utilizing the resources and expertise of the community colleges. One Source negotiates the training contract, including the pricing, trainer pay, and materials costs. The joint State Board of Education meeting with the Iowa Association of Community College Trustees in February 2004 included a presentation on One Source. Detailed accomplishments of this initiative are included in the full report.
  
- ❖ Continued Development of New Community College Programs—The following new programs were approved by the Department of Education for community colleges this program year; these programs grant a community college award upon completion. Jointly administered tech prep programs are noted with an asterisk.
  1. Northeast Iowa Community College: Enology, Massage Therapy Specialist, Nail Technology, and Viticulture
  2. North Iowa Area Community College: Entrepreneurship Management, and Hospitality Management
  3. Iowa Lakes Community College: Computer/Information Systems Security Technology, Massage Therapy, and Wind Energy Technology
  4. Northwest Iowa Community College: Administrative Specialist Management
  5. Iowa Central Community College: Agriculture Business Management, Medical Secretary Transcription Specialist, and Multi-interdisciplinary Studies
  6. Iowa Valley Community College District: Agricultural Production and Sustainable/Value Added, and Electrician
  7. Kirkwood Community College: Business and Office Automation/Data Entry\*, Computer--Information Sciences Support Services Tech\*, Computer Program Special Applications\*, and Hospitality Management
  8. Des Moines Area Community College: Apparel and Textiles\*, Automotive Collision Repair\*, Automotive Mechanics\*, Chef Training\*, Computer Science Networking and Telecommunications\*, Construction Trades\*, Diesel Equipment Mechanics\*, Funeral Services and Mortuary Services, Health and Medical Services\*, and Manufacturing\*
  9. Iowa Western Community College: Landscaping and Grounds-keeping Management, and Paramedic Specialist
  10. Southwestern Community College: Agricultural Chemical Application Management, Automotive Mechanics\*, Computer Systems Networking and Telecommunications\*, Construction Trades\*, Electronic Tech\*, Medical Secretary Transcription Specialist, and Web Page Digital/Multimedia and Information Resource Design Tech
  11. Indian Hills Community College: Health Unit Coordinator, and Paramedic Specialist



- ❖ Articulation—Community colleges have expanded and enhanced their articulation and transfer strategies with four-year colleges and universities. In addition to the renewal of the statewide articulation agreement with the regents' institutions, and other ongoing statewide agreements, the community colleges reported the establishment of a number of new agreements. These include guaranteed transfer admissions contracts, dual admission/enrollment policies and agreements, college-to-college transfer agreements, and specific major-to-major agreements.
- ❖ Articulation Conference—Each year, the community college Iowa Arts and Science Administrators (IASA) conducts a discipline-specific articulation conference. In FY04, the topic was English composition; in previous years, subjects included teacher preparation, history, agriculture, and computer science.
- ❖ Iowa Ag Alliance—The community colleges continued their work in implementing the goals of the Iowa Ag Alliance. This alliance complements Iowa State University's efforts by providing high quality, low-cost educational programs to students (many of whom continue at ISU) across the state. One of the purposes of the Iowa Ag Alliance is to avoid duplication of offerings.
- ❖ SKILLS 2006 Survey—All 15 community colleges conducted a SKILLS 2006 Survey with the cooperation of their merged areas economic development groups. The purpose was to determine the training and employment needs for business through the year 2006. In many cases, the assessment included on-line completion of surveys by companies followed by in-depth focus group conversations. The surveys were designed to identify the need for new and replacement workers; desired and anticipated skill profiles desired of new workers; new programs the community college should implement to fit the needs and identified skill profiles; how the employee training needs are currently being met; and how the education levels of employees have changed.
- ❖ Homeland Security Training—The community colleges have responded in a variety of ways to the increasing need for Homeland Security Training. These include Iowa Central Community College's Homeland Security Training Center, funded by the United States Department of Justice. By July 2004, this center had trained approximately 4,000 first responders in its initial focus on terrorism awareness and incident command. By August 2004, the center will have expanded its efforts by offering bombing awareness in addition to implementing an on-line terrorism awareness course.

The Department of Energy Management selected One Source to be a principal deliverer of Homeland Security Training. Forty-three (43) Homeland Security classes were conducted through One Source during FY04. A contract was signed with Kirkwood Community College through One Source to coordinate the statewide delivery of homeland security training to businesses. All the colleges will participate to deliver training to 6,000 employees.



- ❖ Career Academies—Many of the community colleges developed and implemented Career Academies during FY04. Examples include Kirkwood Community College's Information Systems Management Academy, implemented at over 15 of its area high schools, including two alternative high schools. The program has enrolled over 450 students. Career Academies are now accessible at three Southwestern Community College centers with courses leading to degrees in Business Systems Networking, Carpentry, and Automotive Technology. Iowa Valley Community College District created a district-wide business career academy.
  - ❖ Web-Access—The Department of Education, the Iowa Association of Community College Trustees (IACCT), and the community colleges have increased constituent access to community college information via the web. The Department of Education's web site provides access to all Management Information Systems generated community college reports.  
(<http://www.state.ia.us/educate/ccwp/cc/reports.html>)
- A one-stop web site for Iowa's community colleges is available through [www.iacct.org](http://www.iacct.org). Community colleges participate in the on-line Iowa Distance Learning Catalog to provide a single source of information for on-line courses offered by Iowa colleges and universities: [www.iowalearns.org](http://www.iowalearns.org). IOWA CAREER-NET and [www.iowacareer.net](http://www.iowacareer.net), is a starting point for a lifelong learning system that connects many of Iowa's community colleges.
- ❖ ABE (Adult Basic Education)—During program year 2003 (July 1, 2002 - June 30, 2003), Iowa's community college-based adult literacy programs served a total of 4,659 enrollees through the English Literacy program "designed to help individuals of limited English proficiency achieve competence in the English Language."
  - ❖ Iowa's English Literacy Project—The Department of Education, in collaboration with the Comprehensive Adult Student Assessment System (CASAS) and Iowa's community colleges, initiated a three-year English Literacy Pilot project during program year 2001. The project was implemented on a statewide basis during FY04.
  - ❖ English Literacy/Civics Education Program—The English Literacy/Civics Education (EL/Civics) program provides integrated English literacy services and civics education to immigrants and other limited English proficient populations. The Department of Education has successfully implemented the EL/Civics Education program through the existing community college-based adult literacy delivery system.
  - ❖ Targeted Industries—Targeted Industries programs are industry clusters identified by the Governor of Iowa that provide quality jobs and wages for Iowa workers through growth of Iowa's economy. Three clusters include: (1) Life Sciences; (2) Information Solutions; and (3) Advanced Manufacturing.



All community colleges report expanded offerings in these program areas. Local community college data are reported to the Department of Education. State level reports will be available in the Condition of Iowa Community Colleges Report FY04. Examples include:

1. Advanced Manufacturing—Hawkeye Community College received the first three quarters of the Grow Iowa Values Fund allocation (\$212,554) in March 2004. As a result, three classes have been conducted involving 49 employees in control logic/devise net maintenance training.
  2. Life Sciences—Indian Hills Community College (IHCC) is in the process of completing a statewide workforce training needs assessment of 50 biotechnology/bioprocessing companies in Iowa, funded by the Iowa Department of Economic Development. Based on data collected, IHCC's Iowa BioDevelopment Group will expand its workforce training options for life science industries throughout the state and beyond. Likewise, the curriculum for the A.S. bioprocess technician degree program will be offered to other community colleges around the state as a "shared" program.
  3. Information Solutions—North Iowa Area Community College used Grow Iowa Values Fund dollars to design two new career academies to be implemented in the fall of 2004. One is in partnership with Charles City Community School and the other with Hampton-Dumont Community School.
- ❖ Grow Iowa Values Fund – The Iowa legislature has provided Iowa's community colleges with a new funding stream through the Grow Iowa Values Fund to support and expand technical education and job training programs. The Department of Economic Development established a fund account for each community college and funds were distributed to community colleges for workforce training and economic development. Subsequent to the passing of this legislation, the Supreme Court has voided the Grow Iowa Values Fund due to a legal technicality. The fund currently is in "suspension" until the legislature convenes and determines its future.
- ❖ Partnerships—The community colleges continue to develop partnerships with businesses, foundations, school districts, community and economic development groups, and others to support educational offerings. Partnership examples include:
1. John Deere—Northeast Iowa Community College has one of the largest John Deere public-private education partnerships on its Calmar Campus. The John Deere Corporation provides state-of-the-art equipment and Deere dealers support student costs to attend this program.



2. The Health Education Center is a partnership between two of the region's largest institutions: Trinity Regional Medical Center (TRMC) and Iowa Central Community College. The center provides accessible, quality educational programs that are essential for a wide range of people that work in healthcare. It is located at Trinity Regional Medical Center in Fort Dodge, Iowa. Trinity Regional and Iowa Central share a similar service area and the partnership has expanded to include four managed hospitals that are part of Trinity Health Systems as well as the Trimark Physicians Group.
  3. Kirkwood's Workplace Learning Connection is a nationally recognized intermediary that links education with business to provide job shadowing, internships, and tours for students and teachers throughout the seven-county service area. Over 700 employers support this office by providing work-based learning experiences. Through them, students and teachers become well informed about the career opportunities in Iowa and the skills that are needed for these careers.
  4. Des Moines Area Community College partnered with both the Iowa Telecom Association (ITA) and the Rural Iowa Independent Telephone Association (RIITA) to bring specialized corporate training to hundreds of CEOs, managers and staff technicians. Training is conducted on the latest technologies in the contexts of Voice-Over I.P. (VOIP), Soft Switching, xDSL, data communications, and a variety of other specific areas as defined by the partner organizations. The goal is to bring the Iowa telecommunications workforce to current and future standards (as technologies emerge) as defined by partner organizations. The partnership has also included a number of "field study" projects with member companies to help assess their current and future training needs.
  5. Through partnerships with Southwestern Community College, the Red Oak Industrial Foundation, Red Oak Community School District, Bellevue University, Buena Vista University, a one-stop educational center is available to all Red Oak area students. A variety of secondary, community college, and baccalaureate programs are offered in one building.
  6. The Indian Hills Community College Technical and Career Option programs and the Customized Learning Department utilize advisory committees to develop curriculum for programs and individual course offerings. The advisors meet at least twice a year. The college has aligned the curriculum revision process to better use the input from the advisors. The participation of advisors is paramount to success. Once a year, the college hosts all 450 advisors on campus at one event.
- ❖ Alternative Programs – Two hundred seventy-five (275) local school districts applied for and were approved for an increase in allowable growth to provide alternative schools and dropout prevention programs. The linkage between local schools and community colleges to serve dropouts and potential dropouts was promoted throughout the process of application and approval. Nine (9) community colleges are now linking with local districts to provide alternative programs utilizing funds generated under this process.



- ❖ Community College Funding—Due to decreasing state general aid, increasing costs, and in response to increasing tuition and fees, the colleges have undertaken a variety of activities, including pursuing alternative funding sources, enhancing their foundations and scholarship funds, providing debt counseling for students, restructuring their administrations, and offering alternative loan options to students. Many of the colleges reported an increase in their efforts in seeking additional funds through grants and donations for scholarship funds and special projects.

The Iowa Association of Community College Presidents (IACCP) has appointed a committee of presidents, chaired by Dr. Dan Kinney, president of Iowa Western Community College, to formulate recommendations regarding funding of the community colleges. The committee will review, and if appropriate, recommend changes to: (1) the formula for determining the state appropriations request; (2) method of calculation for the distribution for state general aid; and (3) other means of generating public support for community colleges, i.e., levies, other tax revenues, etc.

- ❖ Developmental Learning Needs—Community colleges continue to seek ways to meet the developmental and learning needs of their students. Federal TRIO (includes Upward Bound, Talent Search, and Student Support Services programs) grants have been awarded to several community colleges to provide student services to those who are economically disadvantaged, first generation college students, and for individuals with disabilities.
- ❖ Industry Standards—This past year, the Department of Education conducted a state conference in conjunction with the Iowa Association of Career and Technical Education (IACTE). The purpose of the conference was to provide a forum for community college and local education agency administrators and instructors for developing an understanding of the availability of and need for the adoption of industry-based skill standards and certifications in Iowa's career and technical education programs. A stakeholders group continues to provide guidance to the department and IACTE regarding future activities in this area.
- ❖ Gender Balance in Nontraditional Programs and Increased Student Diversity—The community colleges have undertaken a variety of activities to increase awareness regarding the importance of gender balance and ethnic diversity in the institution and their programs. Selected activities include the following:
  1. Breaking Traditions—Breaking Traditions is a new student organization at NICC (Northeast Iowa Community College). It is dedicated to making known the need for and the value of having women and men in all career areas and supporting students as they prepare for work in the nontraditional arena. Addressing barriers students may face in education or employment because of gender is one of several organizational objectives.



2. Cultural Diversity—Each year Northwest Iowa Community College's (NCC) Cultural Diversity Committee plans a program that provides students with the opportunity for the exploration of cultural and racial diversity. Programs in the past have included presentations on Indian, Hispanic and Black culture. Often the program includes a speaker as well as a cultural presentation/entertainment. On April 27, 2004, NCC hosted the Native American group called Many Moccasins from the Winnebago Indian tribe.
3. At the request of the Department of Education, each community college was asked to send three staff members to a Student Achievement Grounded in Equity (SAGE) Workshop in October 2003. The purpose of the workshop was to provide participants with updated research on strategies to increase student achievement and retention and better prepare students for a changing workforce.
4. Hawkeye Community College (HCC) has implemented funding from the Department of Education in the amount of \$10,000 for an implementation grant for recruitment and retention programs leading to nontraditional employment for their gender. The targeted HCC technical programs are Dental Assisting, Medical Lab Technology, Optometric/Ophthalmic Assistant, Architectural and Construction Technology, and Civil and Construction Engineering Technology. The project implements strategies with the goal of recruiting general education (undecided) and high school students of nontraditional genders into these programs and retaining them through graduation. Four (4) areas to address gender issues are Career Awareness and Education, Professional Development, Support Services for Nontraditional Genders, and Employer Involvement and Commitment.
5. Among the community and student events, the campuses within the Eastern Iowa Community College District organized this past year to honor Black History Month, Martin Luther King Day, international fairs, Taste of Muscatine, guest performers and speakers, and career days. An equity job fair was held at the Manufacturing Technical Center, bringing in nontraditional career professionals to speak to area high school students about careers in their fields. Specific careers included welding, drafting, machining, and electronics. Another district program aimed at this goal includes the Women in Highway Construction program.
6. Kirkwood Community College (KCC) is partnering with the African- American History Center to provide distance education opportunities through the installation of an ICN classroom. KCC supports the campus-wide International Diversity Day on the campus, in which over 600 local elementary students are brought to campus to learn about international cultures and activities. KCC provides developmental and learning activities on Martin Luther King Day to staff and faculty to help them be aware of new developments and strategies to reach students with information about other cultures and careers.



7. Western Iowa Tech Community College (WITCC) established a task force to focus on the educational needs of Latinos. The task force is responsible for developing processes to: (1) increase the awareness of WITCC faculty and staff to the culture and needs of the Latino community; (2) evaluate the cultural relevance and connectedness of current WITCC services and processes both in and out of the classroom; (3) develop needs analyses of the Latino community; (4) recruit Latino faculty and staff; and (5) recruit Latino students into credit and noncredit offerings. The college hosted several first-time events: (A) a Campus Visit Day for Latino students and their families; (B) the closing ceremony for Cinco De Mayo celebration on the WITCC campus as part of Lifelong Learning; and (C) the visit of Mexican Consulate on the WITCC campus.
8. Southwestern Community College developed specific recruitment strategies as a result of recommendations from staff that participates in "Taking the Road Less Traveled Toolkit" performance development activities. These strategies were implemented during 2004 and their impact will be evaluated in subsequent years.
9. Southeastern Community College (SCC) is working to increase its curricular offerings related to diversity, as well as the sponsoring of events. Examples of this are a newly formed campus diversity group, a newly formed campus culture committee and participation through sponsorship of events made available through Iowa Sister States (ISS). SCC established a full-time ESL program to help non-English speaking students transition to college level courses and programs, and hired a full-time ESL instructor to coordinate/facilitate the ESL program. SCC has developed a Multicultural Committee that has facilitated three major efforts during the 2003-04 year.



Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative A: Establish programs and services to meet constituent needs through ongoing assessment and evaluation.

## **Department of Education Response**

### State Accreditation of Community Colleges

- Introduction and Overview—Five major initiatives address state accreditation of Iowa community colleges. Two of the initiatives are related to activities of the Higher Learning Commission (HLC), formerly the North Central Association (NCA), and three are related specifically to accreditation issues in Iowa.
- Initiatives Related to the HLC—The Higher Learning Commission has established a timeline for the adoption of its revised policies by affiliated institutions. Under the new standards, HLC affiliates will be required to abide by criteria addressing five aspects of institutional performance:
  - 1) Mission and integrity.
  - 2) Preparing for the future.
  - 3) Student learning and effective teaching.
  - 4) Acquisition, discovery, and application of knowledge.
  - 5) Engagement and service.

Sessions on the new criteria were conducted at HLC's annual meeting held in April 2004. One Department of Education staff person attended numerous sessions on the new criteria and their implications for Iowa community colleges and the state accreditation system. The new HLC criteria will be effective in January 2005.

Iowa Code (260C.47) requires that state accreditation shall be integrated with the HLC process including the evaluation cycle, self-study process, and criteria. The existing state criteria for accreditation of community colleges must be reviewed and revised to preserve the efficiencies of organizing the Iowa criteria under the HLC criteria categories (new criteria effective in January 2005). The Department of Education staff has done an extensive review and comparison with present criteria and the proposed new HLC criteria, and has contacted community college personnel to help identify timelines and action steps necessary to accomplish the conversion. This review committee will consist of one president, one chief academic officer, and college staff with expertise in college accreditation.



When revisions in the present comprehensive accreditation are proposed, the Department of Education staff will contact Higher Learning Commission (HLC) staff and community college staff to gain their support and suggestions on revisions. The final revisions are expected to require changes in the Iowa Administrative Rules, Chapter 281-21.10, which will be brought to the State Board for approval.

Academic Quality Improvement Project (AQIP) – Academic Quality Improvement Project began in 1999 with funds provided to HLC by the Pew Charitable Trust -- “AQIP is an attempt to infuse the principles and benefits of continuous improvement into the culture of colleges and universities by providing an alternative process through which an already-accredited institution can maintain its accreditation.”

Currently, five Iowa community colleges are involved in the AQIP process. Discussions are being held between the Department of Education staff and community college staff involved in the AQIP process to determine a process that will relate to the HLC’s AQIP evaluation process. The Iowa Administrative Rules may need to be revised to reflect changes in the accreditation process to fit the AQIP process.

The HLC is actively engaging the Department of Education personnel in AQIP initiatives as it develops its new accreditation process. Department staff participated in AQIP’s Strategy Forum held in June 2003, and department staff attended many sessions on AQIP at the HLC Conference in April 2004. Eastern Iowa Community College District has been an AQIP college for several years, and has provided assistance to the state and other Iowa AQIP colleges by sharing their expertise in the AQIP process.

Because the HLC AQIP process is considerably different than the present state comprehensive accreditation process, the Department of Education has extended the following community college’s accreditation until FY06: Eastern Iowa Community College District, Iowa Valley Community College District, Hawkeye Community College, Northeast Iowa Community College, and Des Moines Area Community College. Extending the accreditation of Iowa’s AQIP colleges will allow time for Department of Education staff to determine changes in not only criteria, but in the evaluation cycle and in the interim process in FY06.

- Integration of Equity Review into the State Accreditation Process—The Office of Civil Rights (OCR) requires the state to conduct equity monitoring on an established percentage of the total community colleges each year. In Iowa, this is one community college per year. The review of state accreditation, due to HLC prescribed changes, presents an opportune time to consider equity integration. The department’s equity consultant participated in two accreditation visits and developed a plan for simultaneous equity visits and state accreditation of Iowa community colleges. The plan to integrate equity visits into the accreditation process will be part of the revisions in criteria and evaluation cycle. An integration plan will be submitted to OCR for review.



Integration of Quality Faculty Development Plans into Accreditation - Between July 1, 2003 and June 30, 2006, the department is required by Iowa Code to conduct on-site visits (at least five a year), to ensure each community college's compliance and progress in implementing a quality faculty development plan. The Department of Education staff have conducted eight on-site visits in FY04.

Program Evaluation—The State Board of Education approved a program evaluation process for vocational career and technical education programs in March 1996 to meet Iowa Code requirements as specified in Chapter 260C.47A. This process required college staff to send to the Department of Education information on the number of programs that have been reviewed each year. The colleges have been following this process and sending data each year into the Department. The state interim accreditation has included a review of the college's program evaluation process. Because the program review is an integral individual college process and the data sent in does not fit into the current Management Information System (MIS), the Department of Education staff is proposing infusing this process into the state accreditation process. The accreditation team will determine if the college is following the college plan for program evaluation. Only data currently collected via the MIS system will be required, thus reducing college and state staff time in reporting activities concerning program evaluation. A program evaluation committee has been convened and it is anticipated that a newly revised program evaluation guideline will be brought before the State Board for approval in FY05.

The initiatives summarized in this plan prompted the Division of Community Colleges and Workforce Preparation to undertake a full-scale revision of its Guide for Accreditation of Iowa Community Colleges in FY04. A team of division staff members is now drafting revised guidelines to be used in accreditation of Iowa community colleges. The revised guidelines will include criteria appropriate for colleges that have adopted AQIP's continuous quality improvement approach, as well as those colleges that thus far have chosen instead to adhere to NCA's more traditional accreditation processes. The new guidelines will also integrate equity review, quality faculty plans, and program evaluation into the accreditation process. An advisory group of Iowa community college administrators will review and provide input prior to the official publication of the new guidelines in FY05.

#### Program Assessment and Evaluation

- Perkins Basic Grant—The FY05 Perkins Basic Grant application was revised to encourage the community colleges to utilize program evaluation and other data to develop the action plans for use of federal 2005 Perkins funds.



- GI Bill State Approving Agency—The Veterans and Military Education Section, located within the Department of Education, is the state-approving agency for all GI Bill programs in the state of Iowa. Programs of education are approved at all institutions of higher learning including the regents universities, private universities, two- and four-year colleges, all community colleges, private trade and technical schools, business colleges, cosmetology schools, barber schools, teaching hospitals, and all other specialized training schools located in Iowa. In addition, this unit approves all on-the-job and apprentice-training programs offered by public and private agencies and firms in the state.

The Veterans and Military Education Section reviews each program offered by the community colleges; if it is in compliance with existing state and federal laws, they notify the Department of Veteran Affairs (VA) that these programs met the standards needed for awarding GI Bill benefits to eligible participants. Colleges that do not meet the standards are helped to bring their programs into compliance. Programs that cannot meet standards will not be approved for GI Bill benefits.

The Veterans and Military Education Section visits each community college annually to assist them to stay in compliance with all existing laws and to avoid overpayments and other legal issues with the VA. Iowa's community colleges have worked closely with the Veterans and Military Education Section to avoid issues that would jeopardize veterans receiving benefits at their schools.

#### Program Development

- Multi-State Academic and Vocational Curriculum Consortium (MAVCC)—The Department of Education is a member of MAVCC. The purpose of MAVCC is to develop and disseminate quality career and technical curriculum materials. MAVCC-produced curriculum is competency-based, integrates the academics, and contains occupational skills using industry-driven standards.

Iowa community colleges utilize MAVCC materials. In April 2004, the executive director of MAVCC exhibited MAVCC curriculum materials for secondary and postsecondary instructors at the curriculum fair held on the North Iowa Area Community College campus. In addition, the program chair of hospitality careers at Des Moines Area Community College participated on a committee to revise the MAVCC culinary curriculum.



- Program Approval—The following new programs were approved by the Department of Education for community colleges for this program year: (a) Northeast Iowa Community College: Enology, Viticulture, Nail Technology, Massage Therapy Specialist; (b) North Iowa Area Community College: Entrepreneurship Management, Hospitality Management; (c) Iowa Lakes Community College: Computer and Information Systems Security Technology, Wind Energy Technology, Massage Therapy; (d) Iowa Central Community College: Agriculture Business Management, Medical Secretary-Transcriptionist Specialist; (e) Iowa Valley Community College District: Agricultural Production and Sustainable/Value Added, Electrician; (f) Kirkwood Community College: Construction Trades, Advanced Standing, Welding, Brazing And Soldering Technology, Hospitality Management; (g) Des Moines Area Community College: Funeral Services and Mortuary Services; and (h) Iowa Western Community College: Landscaping and Grounds Keeping Management, Paramedic Specialist.
- Consortium for Entrepreneurship Education—Iowa is a member of the Consortium for Entrepreneurship Education, which has developed national standards and benchmarks for Entrepreneurship. The standards and benchmarks were developed in connection with a Kauffman Foundation Grant.
- Health Occupations Programs - In response to a reported shortage of emergency-prepared first responders in several Iowa counties, administrators, staff, and faculty at Southwestern Community College and in high schools in that service area have completed planning for health occupations programming at the high school level to start in six different locations during the fall of 2004. These six locations will involve consortia of surrounding high schools.
- The Iowa Tech Prep Network – The Iowa Tech Prep Network has successfully created Tech Prep programs in every area of the state. These programs are designed with a minimum of three units of instruction provided at the secondary level. Instruction must articulate with a community college and conclude with an Associate of Applied Science (AAS) degree. Many secondary students are receiving college credit while in high school for advanced-level instruction. There are currently 15,260 students being served within Tech Prep programs in the state.

### Career Development

- Iowa Center for Career and Occupational Resources (ICCOR)—ICCOR provided Iowa Choices software/Internet products including training and technical assistance. These products include information and contacts for educational opportunities in Iowa. These products are continually evaluated, and all user site staff and community college staff are invited to and participate in the annual user group sessions.

ICCOR provided 53 Iowa Choices training sessions across the state for a total of 631 participants. One emphasis of this training was integration of career development into classroom instruction. More individual sites requested training on-site than in previous years.



Four daylong Iowa Choices User Groups sessions were conducted across the state in April. This allowed more users to participate in providing input into the system and to preview the 2004 version of the system.

ICCOR had display booths at seven statewide conferences, shared career development materials, and built relationships with teachers, counselors, and administrators.

Presentations were made to graduate classes at the University of Northern Iowa and Drake University on career development/information resources and the Iowa Comprehensive Counseling and Guidance Program Development Guide.

ICCOR continued a partnership with Polk County Juvenile Court by presenting a career session for each class of First Offenders, which involves both youth and parents.

The annual survey of postsecondary Iowa schools provided updated information to the Choices vendor. This information is incorporated into the Choices and eChoices systems used by secondary and postsecondary schools, Workforce Development Centers, and others to help individuals make decisions on career and educational goals.

- Skill Standards—Training on the use of skills standards models was promoted and provided by Department of Education along with the Iowa Business Education Association for the following: Microsoft Office Specialist Certification (Word, Excel, Access, and PowerPoint) and Networking. Summer workshops were held at Des Moines Area Community College, Kirkwood Community College, and Iowa Lakes Community College. These workshops are designed to assist instructors in maintaining certifications, which will be utilized in their classroom instruction.

The Department of Education is participating in the Institute for the Assessment of Skills and Knowledge for Business (ASK Institute), which is an assessment and certification project administered jointly by Distributive Education Clubs of America (DECA) and MarkED. DECA and MarkED are both independent 501C(3) organizations that support the development of high school and college marketing and business students nationwide. These organizations provide curriculum, competitive events, leadership development, and classroom activities based on performance indicators continually validated by the business community.

This past year, the Department of Education conducted a state conference in conjunction with the Iowa Association of Career and Technical Education (IACTE). The purpose of the conference was to provide a forum for community college and local education agency administrators and instructors for developing an understanding of the availability of and need for the adoption of industry-based skill standards and certifications in Iowa's career and technical education programs.



The conference was designed via an interactive and participatory stakeholder-driven (instructors, administrators from each program area) planning session, which developed the overall strategy for the conference. The conference featured a series of presentations that introduced the concept of nationally recognized industry-based skill standards and certifications as well as the approaches that other states are utilizing to incorporate the standards and certifications into their career and technical education programs.

The conference also featured a planning sessions for each program area that identified possible applications of industry-based standards and certifications in Iowa's career and technical programs. These sessions also identified strategies for their implementation.

The conference was followed up with a meeting of the stakeholder's group. The group reviewed the strategies developed by the program areas at the conference and concurred that there is much interest in the concept of industry-based skill standards. They recommended that the Department proceed with an approach that will provide an opportunity for all 15 regions and six program areas to demonstrate the incorporation of the standards into existing career and technical education programs. It was also proposed these activities be conducted in a collaborative relationship with the National Skills Standards Board.

### **System-Wide Responses Contributed by Community College Liaison Groups**

**Association of Iowa Community College Arts and Sciences Administrators (AICCASA)**—The AICCASA met face-to-face four times during the academic year to address current issues relevant to the 15 community colleges in the state. At each meeting, a focus topic is presented with feedback sought from the members present. These topics, although current, are also ongoing concerns at each college. The February 2004 meeting consisted of a companion articulation conference with the three Iowa regent universities involved in planning and implementation. The 2004 conference involved English/Writing across the curriculum. Each college brought representatives from their English departments to participate in the discussion. Focus topics covered in the 2003-2004 school year included academic integrity, teacher education preparation, and class load limits. Future focus topics could include credit by examination (CLEP) and developmental reading.

The end goal of AICCASA is to better serve the community colleges through idea-sharing and presenting a united front. Also involved with this group, are the regent transfer representatives, a Department of Education representative, and an Iowa legislative representative. There are reports from the other state groups during the course of a day long, or two day meeting.

**Chief Student Services Administrators**—The Chief Student Services Administrators met during the year to discuss topics that deal with students and share advice about how to solve a certain problem. Some of the topics addressed this year were immunization and health services, assessment, financial aid, orientation, advising, scheduling, disability accommodations, food services, athletics, and housing.



### **Community College Economic Developer/Contracted Training Liaison Group—**

During FY04, all community colleges participated, coordinated, and implemented a regional and statewide Skills 2006 survey. This survey is an assessment of employers' skill and employment needs. The Skills 2006 data is now being used by community colleges in the development of programs and services to meet employers' skill and employment needs.

## **Community College Responses**

### **Northeast Iowa Community College (NICC)**

#### **Activities:**

- **Program Review Process** - Every program is evaluated every five years during a complex process to determine and guarantee quality and responsiveness to community need. There is also a "Viability Review Process" for monitoring when circumstances arise that warrants investigation and assessment.
- **Advisory Committee Input** - Every program has a multi-member advisory committee to provide input to community and industry needs and suggestions for education and training. Members of the advisory committee are employed or experienced in the area of study. Gender and racial balance is attempted on these committees.
- **Graduate and Employer Surveys** - Graduates and employers are surveyed each year to assess NICC goals and to provide quality education.
- **Chamber and County Employment Needs Assessment** - Several Chambers of Commerce in NICC's area conduct regular assessment of their members regarding a trained workforce. Northeast Iowa Community College is a member of these Chambers, participates in these surveys, and provides a college response to issues raised.
- **College Planning/Visioning Process** – Northeast Iowa Community College has an ongoing "visioning" and strategic planning process to make sure NICC is working toward goals appropriate for the college and area. A re-evaluation of the mission, vision, and goals is underway.
- **Academic Quality Improvement Project (AQIP)** – Northeast Iowa Community College is accredited by the North Central Association. The college's current accreditation is confirmed through 2007. The college has elected to participate in AQIP to fulfill its future requirements for re-accreditation. Since acceptance into AQIP, the college has drafted, discussed, and finalized the improvement projects that will be the focus for the next three years. These projects include a strategic planning process, development of multi-source funding, facility needs, and enhancing staff excellence.



- **Focus Group Facilitator Training** - As part of the AQIP initiative to better understand stakeholder needs, 20 employees were sent to a two-day training on how to conduct focus groups. The purpose of the training was to provide participants with a good understanding of focus groups, when they should be used, and how to plan for a study. They also discussed the roles and skills of a moderator, how to prepare the questions, and how to collect and analyze the data. After the training, a number of the training participants from each campus were asked to plan a focus group study designed to identify the needs of current students and how NICC could better serve them. The data has been collected and is currently being reviewed by team members. A report is being put together outlining recommended strategies for improvement based on the findings.
- **Distance Learning Courses** – Northeast Iowa Community College students continue to take advantage of the convenience offered by the Iowa Communications Network (ICN), on-line, and independent study classes. The 1472 enrollments for summer 2004 totaled 4,386 credits – 29 percent of the total credits district-wide for the summer term. On-line classes generate the greatest interest with 59 summer classes and an enrollment of 820 students, a 31 percent increase from the previous summer term. Northeast Iowa Community College is now able to offer the Business Specialist degree on-line.
- **Vision Teams** - Interdepartmental cross-college teams on each campus meet to evaluate college responsiveness and student satisfaction. Student surveys and focus groups are a primary way in which to determine and respond to student issues.
- **Student Focus Groups** – Northeast Iowa Community College conducts student focus groups to determine needs of students and to evaluate the programs and services offered by the college.
- **Iowa Workforce Development (IWD)**—NICC utilizes IWD employment and labor market information to assess and evaluate career and employment opportunities in an effort to match current and future employment needs to constituent interests.
- **Communities and Schools Together (CAST)** – Northeast Iowa Community College is a leading participant in a group of 20 community partners including community school districts, four-year colleges from the tri-state region of Illinois, Wisconsin, and Iowa, community colleges from the tri-state area, IWD, labor unions, and development groups. The group targets projects and goals that revolve around assessing and meeting community needs (education, work, and social) that impact the recruitment and retention of people to the tri-state region.



## **North Iowa Area Community College (NIACC)**

- **Serving Students from all Educational Backgrounds** - All incoming credit students must either present American College Testing (ACT) scores or take the Computerized Adaptive Placement Assessment Support System (COMPASS) exam. In the fall of 2002, 29 percent of students testing on the COMPASS test had scores indicating the need for basic math instruction. Over half of those students enrolled in one of the basic math courses, and over 80 percent of those students were successful. Similarly, 16 percent of the new students in the fall of 2001 indicated a need for basic writing instruction. Nearly 80 percent of the students who chose to enroll in basic writing classes were successful, and nearly 94 percent of the students in basic writing classes who enrolled in Communication Skills credit were successful.

Several General Education Development (GED) graduates are offered scholarships to continue their education in the credit division. The Student Support Services program provides tutoring and special counseling assistance for students with deficient academic skills.

- **Serving Students from all Socioeconomic Backgrounds** - Most NIACC students receive financial assistance, whether in the form of state and federal aid, foundation scholarships, or state funding for shared programs such as Tech Prep or Postsecondary Education Option (PSEO). Student Support Services also provides special guidance for “first generation” college students, which make up 80 percent of the student body.
- **Serving Students from all Corners of Our District** – North Iowa Area Community College offers courses in outreach centers located throughout our nine-county area. Centers are located in Charles City, Garner, Hampton, Lake Mills, Osage, and Forest City. Students can now complete their entire associate degree on-line. In addition, many courses are offered on the Iowa Communication Network (ICN) throughout the district and through Iowa Public Television (IPTV).
- **Serving Students with Special Needs** - Students with disabilities are provided services through vocational rehabilitation on campus, as well as special needs assistance through the Counseling Center. Accommodations are made for students with documented disabilities through the Director of Counseling. Academic and counseling support is provided for all students, especially for those listed above, through the Student Learning Center and by professional counselors.
- **Utilization of Effectiveness Data for Improvement** - Each NIACC Arts and Sciences Department has a departmental plan for the assessment of student learning. A systematic review process provides feedback for improvement of the plan and, therefore, improvement of students. In spring of 2003, the Science and Social Science plans were reviewed and approved by the Academic Affairs Council.

Each NIACC career and technical program has a departmental plan for the assessment of student learning that is imbedded in the Program Review and Evaluation System. The following programs were reviewed and had their plans of action approved during the 2002-2003 academic year: Accounting, Automotive Service Technology, Medical Assistant, and Office Technology.



A Student Opinion Survey is distributed to a random sample of current students, which is representative of the student body. The results are used to review student satisfaction with services and instruction and to make improvements. In 2003, focus groups were also formed to better understand student perceptions of the entire college. This data was used to significantly change the orientation program and to design a campus-wide information system.

### **Iowa Lakes Community College (ILCC)**

#### **Academic Skills Matrix –**

- Expanded the use of Academic Skills Matrix and core competencies within 28 career/vocational programs to identify completers, at-risk students, and improve advising efforts.

#### **Accreditation Process –**

- Iowa Lakes is committed to continuous quality improvement measures.
- Hosted an interim state accreditation visit during fall 2003.
- Presented Academic Quality Improvement Plan (AQIP) process to the Board of Directors, Assessment Review Committee, and Enrollment Management Team.
- Introduced faculty and staff to AQIP during spring 2004 term college-wide in-service.

#### **Advisory Committee –**

- Each program coordinator met with established program advisory committees to gain insight into curriculum development and identify technology and equipment needs to assist students' successful transition into the workforce or transfer to postsecondary education.

#### **Alternative Delivery Learning Opportunity –**

- Student satisfaction surveys were used to gather qualitative feedback on strengths and challenges of on-line classes.
- Faculty and staff continued to improve the quality of alternative delivery learning opportunities for students through professional development.
- A comprehensive course audit process was piloted.

#### **Assessment Review Committee –**

- Evaluated strategies and identified areas of focus during an annual summer retreat.
- Explored AQIP process and presented basic concepts during all staff in-service in the spring of 2004.
- Coordinated a comprehensive, interdisciplinary program review for five programs. *(Each program participates in a comprehensive review every five years.)*

#### **Community Needs –**

- Hosted discussions with area business and industry leaders during six community focus group meetings. Discussion topics at all locations included challenges area businesses face in regard to employment, technology and training, assessment of readiness for employment of the college graduates, and identification of additional partnership opportunities.
- Responded to community needs through new program development and course offerings.



- Career Resource Center partnered with business and industry to expand their employee recruiting efforts. Staff assisted students and area residents to develop and post resumes electronically.

**Counseling Services** piloted “First Alert” program for students in need of additional support to remain in school.

**Institutional Effectiveness –**

- Assessment tools utilized for program and college effectiveness include, but are not limited to: Alumni Survey, Before Graduation Survey, Collegiate Assessment of Academic Proficiency (CAAP), Employer Survey, Entering Student Survey, Former Student Survey and Student Opinion Survey.
- Trend data is utilized in decision-making processes to identify and respond to student needs.

**New Program Development –**

- Iowa Lakes responded to community and constituent needs through the investigation of new programs. During FY04, three new programs were introduced: Computer Forensics, Massage Therapy; and Golf Course/Turf Grass Management. In addition to new programs, the Nursing program was expanded to offer classes in Algona, Spirit Lake, and Spencer to increase accessibility for students. Wind Turbine Technology program was outlined.

**Quality Faculty Plan –**

- Implemented a systematic process for new and adjunct faculty orientation; outlined continuing professional development for faculty and defined the employee evaluation process.

**Student Assessment and Enrollment –**

- Utilized Enrollment Management Team tools: Noel-Levitz, Learning Styles Analysis, ‘*Successful Learning*’ class to increase retention rates. Individual Assessment of Skills for Successful Entry and Transfer (ASSET), Computerized Adaptive Placement Assessment Support System (COMPASS), or American College Testing (ACT) scores were used as academic placement tools for student to increase graduation/completion rates.
- **“Entering Student Survey”** The Entering Student Survey (ESS) is administered during summer orientation to gain insight as to student expectations. Spring 2004, “*Student Opinion Survey*” (SOS) was administered college-wide on Assessment Day with results cross-referenced to the Summer 2002 ESS Cohort.

**Northwest Iowa Community College (NCC)**

- **Individual Program Review** - On a five year cycle, all credit programs at NCC are included in a comprehensive process which evaluates the needs and effectiveness of the programs through the use of program data and input from current students, past students, employers, and advisory committee members. This past year, program evaluations were completed on the following programs: Mechanical Engineering Technology, Automotive Service Technology, and Health Information Technology.



- **Skills 2006 Survey** - The college completed a survey of industries in Iowa's targeted growth areas of Advanced Manufacturing, Life Science and Information Technology, to assess the projected need for future employees as a result of retirements and industry growth. Such information allows the college to assure training opportunities are expanded/and or modified as changes occur in employment demand.
- **Advisory Committee Input** - Every instructional program has an advisory committee with a broad based membership representing various industry elements served by that program. Not only do the committees meet as a group on a regular basis, but members also provide input and support for programs individually on a continual basis throughout the year. It is through this input the college and the industry representatives review industry needs and the education and training that are needed.
- **Graduate Surveys** - Every graduate is surveyed within the first year after graduation to determine whether they were successful in obtaining employment in their chosen career field. Data on employment, locations of employment, further education, and salaries is reviewed. This information is provided to all program advisory committees.
- **Strategic Planning Process** - This past year, the college completed a strategic planning process. The initial stage in this process was comprehensive environmental scanning. It was through the use of actual data, both from a national/regional perspective as well as a local perspective, that the college identified those actions needed to better address student needs.
- **North Central Association of Colleges and Schools (NCA) Self Study Process**- During the past year, numerous college staff was involved in a process of assessing every aspect of the college's operations. The NCA Self-Study process consists of not only reporting data, but also looking at our strengths and weaknesses. The process allowed the college an opportunity to look closely at whether the needs of area constituents were being addressed.
- **Analysis of Distance Learning Enrollments** - Although surveys provide input on student perceived needs and interests, actual enrollment may be the best indicator as to whether specific programs indeed address a need and/or interest of the constituents. The continued growth in enrollment of on-line courses supports both the belief that students are accepting the role of technology in the delivery of educational opportunities, as well as a demand by students for the college to address their need for flexibility. When NCC became involved with the Iowa Community College On-line Consortium (ICCOC) in the fall of 2000, there were 14 students out of the 236 enrolled who were from NCC. Just as the total student enrollment in the consortium effort has grown from 236 students per term to 3591 (summer 2004), NCC enrollments have grown from 14 to 231. As of this year, NCC students have the opportunity to enroll in 111 different courses over the Internet.



## **Iowa Central Community College (ICCC)**

The college continues to strive to address the strategic goals of the state through the establishment of a strong strategic plan that focuses on the state goals.

The college works to provide high quality comprehensive programs and services. The assessment activities at the college indicate students are leaving Iowa Central with the key learning outcomes identified by being critical to student success.

The college continues to forge key partnerships within the area. Three new relationships have been forged this year. A charter school with Southeast Webster School District could be a model to the state. A new five-year program for minority students in Storm Lake will provide new opportunities for first generation college students. Third, a workforce development center located on the campus and integrated with college programs will solidify continuity of training for employers and employees.

The college's new high-tech programs in both Biotechnology and Industrial Technology will serve to meet the needs of value-added agriculture and advanced manufacturing industries.

### **Iowa Central Community College Strategic Plan Focus Area - Assessment**

Under the 2001-2004 Statigic Plan, Iowa Central Community College has modified and improved its documentation of student gains in academic areas. The 11 general education outcomes have been restructured under three learning outcomes.

1. Critical Thinking,
2. Effective Communication, and
3. Personal Responsibility.

A new system of reporting student and classroom assessments has been developed and documentation of these assessments is being reported to one central location. Feedback is given to faculty on their assessments which results in improvement in the teaching-learning process. Data collected is used by departments, programs, and the college in making decisions regarding curriculum and budget.

The assessment plan is for the purposes of improving learning and advancing the education mission of Iowa Central Community College. The results of assessment are not intended to be measures of the individual student and have no bearing on either a student's successful completion of an individual course or his or her individual progress toward a degree.

The student academic assessment process at Iowa Central has clearly defined goals:

- To confirm that student learning is at the heart of every assessment initiative.
- Student learning is the common goal that drives every department and program.



- To use the potential of assessment to promote an environment that encourages learning and curricular innovation.
- To monitor general education requirements.
- To provide valuable feedback for curricular and scheduling processes.
- To ensure the institutional mission is being met.

Iowa Central Community College is committed to this process and will monitor the results and use data obtained to improve instruction.

Critical thinking assessments were conducted during the 2002-2003 academic year with effective communication being added to the assessment process in 2003-2004. The following data summarizes the assessments for the 2002 and 2003 academic years.

	<u>2002-03</u>	<u>2003-04</u>
Assessments of Critical Thinking	94	158
Assessments of Effective Communication	0	145
Total Class Assessments	90	303
Total Number of Student Assessments	2194	6614
Total Number of Students Meeting Minimum Requirement	1783	5418
Percent of Student Assessments Meeting Minimum Requirement	81.3%	81.9%

### **New Programs Developed the Past 12 Months**

- Agriculture Technology Program (AAS) – Developed in response to students who want a two-year degree in agriculture and also those who may wish to transfer to a university.
- Medical Transcription Program (AAS) – Developed in response to the needs of the medical community in Area 5.
- Two-Year Business Program (AS) – Developed in response to students who would like a career option program in business.
- Entrepreneurship Program (Certificate) – Developed in response to clients who may wish to explore starting their own businesses. These credit classes could also be used as part of a degree.
- Fire Science (AS) – Developed to provide students entering and those currently in the field advancement opportunities within the fire science and related fields.
- Dental Hygiene (AAS) – Iowa Central has received a grant to assist in the development of a dental hygiene program. The program was developed in response to the shortage of dental hygienists in the north central area of Iowa.



## **Iowa Central Community College Strategic Plan**

### **Focus Area – Distance Learning**

Iowa Central continues to develop and offer new on-line courses to allow students to have more choices on the Associate of Arts (AA) degree. Students have nearly 50 on-line courses available to them. Iowa Central now offers a new delivery course called Virtual Class (vClass). This software is made available through Elluminate Inc. This allows Iowa Central instructors to deliver courses to students through the Internet in a live setting, Real Time, Real Talk, for Real Students. Students can participate in a live class by logging into the Internet, talking live with the instructor and other students, text message the class, take quizzes and exams, all without leaving the luxury of their own home. Iowa Central's goal is to deliver courses to rural students and working students. The college intends to expand the Iowa Communication Network (ICN) and Iowa Central Telecommunication Network (ICTN) courses to create hybrid courses by combining the televised courses with the vClass.

Over 10,000 employees were enrolled in business and industry training throughout Area 5. There were 375 employers that conducted training in areas of International Organization for Standardization (ISO) certification, industrial skills such as Welding, Tool and Die, Computer Aided Drafting, Electrical, Motor Controls, and Hydraulics/Pneumatics. Other training areas were Computer Software, Sales and Customer Service, OSHA and Mine Safety, Terrorism Awareness, First Aid/CPR, and Semi-Truck Driver Evaluations and Training. Most of the training was completed at the business location during times convenient for the employees.

A group of employers in the Webster City area that have similar employee training needs have formed a consortium. Training costs are covered by Economic Development grants written by the college. Employees from the companies enrolled in Industrial, Computer, Leadership, and Lean Manufacturing courses.

Farm Cooperatives in Area 5 formed a "Coop College." Training was provided for Coop employees in the areas of Semi-Driver Evaluations, Industrial, Supervisory/Leadership, First Aid, and OSHA Safety. Training costs are covered by Economic Development grants.

Iowa Central provides OSHA safety training to 22 Mid Iowa Safety Alliance (MISA) members in Area 5. There were 875 employees in Wright, Hamilton, Humboldt, Webster, Pocahontas, and Calhoun counties that received training in the areas of Blood-borne Pathogens, Respiratory Protection, Hearing Conservation, Confined Space Entry, Accident Investigation, Office Safety, Lockout-Tag Out, Fire Prevention, Personal Protective Equipment, Hazard Communication, Hazard Assessment, and New Employee Orientation.

The Semi-Truck Driving program provided employer training in several areas. 1350 trucking company employees were enrolled in Logbook Training, Department of Transportation (DOT) Compliance Requirement courses, Driver Evaluations, and Extended Driver Training courses.



The Northwestern Area Training Academy (NATA) annual conference was held in November on the Fort Dodge campus. There were 391 students from all over Iowa taking part in 18 different classes in 2003. One of the biggest draws of this conference is the ability for students to take part in multiple hands-on classes. Some of those classes include vehicle extrication where the students were able to practice “extricating” a patient from multiple vehicles using many different tools. Another class offered was an Ag Rescue class where an actual grain bin was moved in, filled with 500 bushels of corn, and a live patient was placed waist-deep in the corn. The students had to extricate this patient from the corn using a variety of techniques, including making relief cuts in the bin to drain some of the corn onto the ground. Recent incidents in rural areas have initiated offering two new classes; Electrical Natural Gas Safety and Tanker Roll Over.

The NATA annual conference is not just for fire fighters. EMS, law enforcement and dispatcher classes are also offered. Every year, NATA tries to add new classes as the needs of our students change. The 7<sup>th</sup> annual NATA conference will offer classes on All Terrain Vehicle (ATV) Safety and OSHA Fire Inspections.

Due to the overwhelming success of the conference, the NATA organization now offers a scholarship to Iowa Central Community College for students entering Fire Science, EMS or Criminal Justice programs.

Iowa Central Homeland Security Training Center, funded by the U.S. Department of Justice, has been operating for nearly one year. By July 2004, Iowa Central Homeland Security Training Center will have trained approximately 4000 First Responders in its initial focus of Terrorism Awareness and Incident Command. In August 2004, the center will expand its efforts by offering Bombing Awareness, in addition to implementing an on-line Terrorism Awareness course.

The goal is to continue to provide basic Homeland Security Training for the First Responders and related public agencies in the State of Iowa. Iowa Central will utilize professional trainers throughout Iowa and the nation to provide hands on training based on Iowa needs.

### **Iowa Valley Community College District (IVCCD)**

Iowa Valley Community College District (IVCCD) is continually assessing the education and training needs of constituents and establishing programs to address these needs within both the credit and continuing education divisions. Based on the needs assessments, IVCCD has implemented changes to the credit division such as the addition of a heavy highway construction track to the Construction Technology program, a swine management diploma, and the development of a Sustainable and Entrepreneurial Agriculture program.

In addition, IVCCD has implemented changes to the Continuing Education division to better meet the needs of all communities in its service area. Programs have been restructured to establish a countywide focus in Poweshiek, Hardin, and Tama counties.



Advisory councils meet with coordinators to assess and evaluate the wide range of continuing education needs, including small business training, local economic development, career training and retraining, and adult education.

Active advisory councils meet with coordinators to assess and evaluate the wide range of continuing education needs, including small business training, local economic development, career training and retraining, and adult education. As a result of expressed community need, IVCCD has acquired a downtown Marshalltown site where programs for Main Street training and education occur. The site has responded to the need to train and educate the local Hispanic and other immigrant populations. Since opening in August 2003, over 600 people have been served by the center in Comprehensive Adult Student Assessment System (CASAS) testing, General Education Development (GED), English as a Second Language (ESL), and citizenship classes, as well as computer classes. Iowa Valley Continuing Education (IVCE) is also implementing more non-credit on-line course in response to identified interest in the community.

### **Hawkeye Community College (HCC)**

- Established an Academic Quality Improvement Project (AQIP) Team to develop a culture of data driven decision-making. This team is developing a three-year plan to improve internal and external accessibility to institutional data, strengthen the college's research infrastructure through the ongoing development of the Research Team and the designated departmental research liaisons, and to improve staff skills in finding, gathering, compiling, and analyzing institutional data.
- Established an AQIP Team to develop a systematic process for assessing the Arts and Sciences program outcomes. The team's three-year plan will include review and possible revision of the Arts and Sciences curriculum model, mapping of the curriculum to the outcomes, and generating methods, measures, and processes to assess student learning at the program level.
- Continued assessment of student writing by comparing student portfolios with student grades to measure increased consistency in application of writing course standards.
- A faculty classroom assessment handbook was completed. This handbook explains assessment processes and provides classroom and program assessment activities.
- Created and administered an on-line course assessment tool and shared results with the Title III Educational Technology Specialist and individual on-line faculty. Results of the survey have led to changes in procedures regarding communication to on-line students and improvements in access to on-line library materials.
- Continued the concept of "learning communities" through the implementation of paired courses. A consultant assisted in developing a learning communities plan for the college. The learning communities concept has been expanded with creation of three learning communities: an honors learning community (Wings), a learning community to serve students who plan to become educators, and a learning community designed for students who need to take developmental course work.
- Completed assessment and evaluation of 20 percent of the Applied Science and Technology programs through the college's formal academic program review process.



- Formally became a member of Higher Learning Commission's (HLC) AQIP accreditation process and began training all staff in continuous process improvement methods. Attended the HLC AQIP Strategy Forum retreat and adopted four AQIP action plans for the college.
- Continued the annual cycle of ends-based monitoring reports to the college's Board of Trustees, according to the Board's Policy Governance structure.
- Continued work to establish a longitudinal student database to support assessment activities. Through this process, curriculum revisions have been made regarding developmental courses and related credit offerings.
- Incoming students are surveyed with American College Testing (ACT) Faces of the Future and second year students are surveyed with ACT Student Opinion Survey. The data collected from these surveys provides additional demographic information about HCC students and provides insight into student experiences with the college.
- Faculty Development Programs – Faculty Technology program, Student Achievement Grounded in Equity (SAGE), Teaching Squares, and New Faculty Mentoring are faculty development programs that are surveyed each semester and revised according to participant feedback.
- Continued assessment of Developmental Writing placement to determine the appropriate sequential placement of students in writing courses.
- Academic Support has implemented a plan to revise the curriculum for Developmental Math, Reading and Study Skills courses.
- Academic Support is continuing a successful “first day of class” writing assessment. Students write an in-class essay the first day of class to verify course placement. First-day essays are evaluated by communications faculty who may recommend a change in course placement, either to a higher or lower level course.

### **Eastern Iowa Community College District (EICCD)**

Eastern Iowa Community College District (EICCD) is one of the earliest participants in the Higher Learning Commission's alternative accreditation program, the Academic Quality Improvement Program (AQIP), based on the National Baldrige Criteria for Performance Excellence. EICCD's continuing participation indicates a high commitment to meeting the needs of its students, fulfilling its mission and goals, and pursuing continuous quality improvement. It is at the end of its first four-year accreditation cycle using the alternative approach and submitted an AQIP Portfolio in April 2004.

Eastern Iowa Community College District also has been active in the Iowa Recognition for Performance Excellence program (IRPE) since its inception. EICCD submitted a Leadership Tier application to the program in 2002 and in 2003. The district qualified for a site visit of examiners from business and industry in Iowa both years. The 2003 IRPE reviewer's site visit resulted in the IRPE's recognition of EICCD as the first educational institution to receive a state quality award. After close work with the program's feedback report, the district is submitting an application again in August 2004. EICCD also submitted an application to Baldrige National Quality Program in May 2004.



Eastern Iowa Community College District conducts frequent labor market assessments and uses data from Iowa's Workforce Development database to determine the need for programs. Programs currently under investigation include Veterinary Technician, Outdoor Power Equipment Technician, Biotechnology, Facilities Management, Hospitality Management, Bio-processing, Process Technician, Electronic Systems Technician, and Social Service/Human Services.

A SKILLS 2006 project was conducted between August 26 and October 9, 2003, by EICCD with the cooperation of area economic development groups. Its purpose was to determine the training and employment needs for area businesses through the year 2006. It included on-line surveys of companies in Clinton, Jackson, Muscatine, and Scott counties followed by in-depth focus group conversations. Selected results of the survey are:

- 120 companies were selected representing Iowa's Targeted Clusters of:
  - Advanced Manufacturing
  - Information Technology
  - Life Sciences
- 83 companies completed the on-line survey.
- Focus groups were conducted for each of the three Targeted Clusters with 30 company representatives participating.

The survey questions included: 1) what are the year 2006 needs for new and replacement workers? 2) Based on each company's strategic and technological directions, what are the desired and anticipated skill profiles? 3) What programs should the community college implement to fit the needs and the identified skill profiles? 4) How is employee training needs currently being met? and 5) How have the required education levels of employees changed?

The survey results demonstrate the continued need for workers in the Eastern Iowa area and the training of those workers has become vitally important. While the emphasis on employee training in Technology and Computers is still evident, SKILLS 2006 results show an increasing need for employees to have solid communication, problem solving and team working skills. SKILLS 2006 further underscores the reliance that area employers have on their community college as the source for employee training. The results of the survey will form the basis for the college's development of new and expanded educational opportunities in the years to come.

Ongoing learning assessment and improvement for credit courses includes assessment of entering skills; academic achievement; current, graduate, and former student satisfaction of educational and support services; formative measures within individual classes; and program evaluation and planning. District councils, administration, and faculty use the resultant data to create action plans for addressing areas for improvement.



Annually, EICCD evaluates career education programs through an extensive program review process including survey data from students, alumni, faculty, employers, graduates, and leavers; a departmental self-study; demographic, placement, retention, and learning achievement data; and revision of curriculum. The programs evaluated in 2003-2004 were Business/Accounting Management, Diesel Technology, Health, Safety and Environmental Technology, Interior Design, Manufacturing Maintenance Technician, Technical Studies and Truck Driving. Funds were distributed according to the needs presented in the self-studies, and action plans were designed to address opportunities for improvement.

In 2002-2003, EICCD piloted a General Education Program Evaluation Review to evaluate program goals, objectives, curriculum, articulation and supplier relationships, and assessment approaches and results. In 2003-2004, the general education areas of Developmental Education, Social Science, and Mathematics were evaluated. Among other outcomes, all of the Course Developmental Modules (CDMs) within these general education requirement areas were revised by district faculty teams. CDMs identify course outcomes, objectives, methods of instruction, prerequisite skills, evaluation approaches and topic outlines to be used by every teacher of the course when development syllabi. This ensures standardization of course outcomes across the district.

Consistent monitoring and evaluation of needs for noncredit programs, services, and learner satisfaction is also in place. Courses participant evaluation data is collected, aggregated, and reviewed by councils monthly or quarterly to monitor performance levels and identify areas to improve. A customized training customer survey was administered in 2003 to determine the reasons companies chose their contract trainers. A follow-up survey asking companies whether training provided by EICCD met their objectives and needs for training was piloted in 2004. First quarter results show top box (greater than 4 on a 5 point scale) ratings in every area.

In April, the district submitted its electronic portfolio addressing the nine Academic Quality Improvement Project (AQIP) criteria as its activities in its fourth and final year in this cycle of Higher Learning Commission of the North Central Association of Colleges and Universities accreditation activities. The portfolio is available on the EICCD website at [www.eicc.edu/aqip/index.html](http://www.eicc.edu/aqip/index.html). An AQIP team of portfolio appraisers is reviewing the 100-page document; AQIP will provide the district a feedback report in mid summer.

### **Kirkwood Community College (KCC)**

- Kirkwood Community College is a partner in the Technology Corridor. The Technology Corridor is a committee made up of representatives of the Cedar Rapids Area Chamber of Commerce, Priority One, Iowa City Area Chamber of Commerce, Iowa City Area Development Group, the University of Iowa, MidAmerican Energy and Alliant Energy. In October of 2003, this committee released the Skills 2006 Study completed by Kirkwood Community College. Over 150 companies participated regarding industry skill needs and employment opportunities within the region.



The information gathered in the study will help Kirkwood continue to evaluate education and training needs of both the citizens and the businesses in the region and continue to adapt to meet these needs.

- Career Edge Academies

The Information Systems Management Academy was implemented at over 15 area high schools, including two alternative high schools. This 2+2+2 Career Edge Academy program served over 450 students and responds to the need for high skills with application software. High school faculty is being trained to teach this program through funding from an H1B Department of Labor grant.

The Computer Programming Career Edge Academy was implemented at two sites. It supports the need for skilled workers in computer programming. Funding for faculty training and student scholarships was provided by Rockwell Collins.

The Automotive Technology Career Edge Academy was expanded to Prairie High School and served students from six area high schools. New automotive sites will start during the 2004-05 school year in Cedar county and Cedar Rapids Kennedy High School.

New Career Edge Academy programs will also be started in Agriscience, Advanced Manufacturing, Education, Human Services, and Welding during the 2004-05 school year.

- Kirkwood received approval from the Iowa Department of Education to offer a new Associate of Applied Science (AAS) degree in Lodging Management. Students will be able to start this new program in the fall 2004 semester. This program will be in the Hospitality area, which includes the Culinary and Restaurant Management programs.
- The Computer Programming AAS degree has undergone a complete revision to better reflect local industry needs. Focus groups were held with local information technology (IT) companies, as well as an electronic survey sent to IT companies statewide. This information was used not only to support and modify the new curriculum, but also provided the support for developing seven new programming certificates.
- The Information Systems Management curriculum was also revised and three new certificate programs were added to better reflect industry needs.
- The Evening/Weekend Nursing program has just graduated its first Practical Nursing class and most of the students are continuing on into the Associate Degree Nursing program.
- Kirkwood has added an additional Practical Nursing section to begin in the spring.
- Kirkwood created a new AAS degree program called Skilled Trades. This program is designed to allow people who have completed an approved Bureau of Apprenticeship Training program to articulate their classroom hours and on-the-job training hours into an AAS degree. Kirkwood is in discussion with Mount Mercy College to establish a 2+2 articulation that will give journey-persons a new opportunity to turn their training into a four-year college degree.



- The final report was submitted to the U. S. Department of Education Office of Special Education on the final impact of the 4-1/2 year Making a Difference grant. The grant had a two-fold aim: to encourage high school students to explore careers in Special Education and Human Services, and to provide courses for paraeducators already working in the field to acquire their State of Iowa certification. The grant served a total of 967 students and paraeducators, representing partnerships with six other community colleges and 51 high schools. In the Kirkwood classes alone, there were Iowa Communication Network (ICN) sites stretching from Alto, Iowa to Fox Valley in addition to the face-to-face classes, numbering 61 classes over 55 sites. Paraeducators were certified as Generalist (189), Level II (89), and Advanced (37). The certification of paraeducators will take on an increasingly important role as Kirkwood partners with local districts in implementation of the No Child Left Behind legislation. The grant increased interest in the teaching profession to the 239 high school students who were also served.

### **Des Moines Area Community College (DMACC)**

As a result of a study undertaken by the Developmental Education Taskforce, a five-year \$1.75 million Title III grant was applied for and awarded to DMACC by the U.S. Department of Education to close the gap between the achievement of under-prepared students and those who are successful in college programs. The focus of the grant is to identify, assess, and strengthen support services for under-prepared and at-risk students.

Des Moines Area Community College has a comprehensive program of assessing institution effectiveness through ongoing evaluation of student and stakeholder needs. The assessment program includes student assessment, program assessment, and assessment of institutional and community needs.

#### **Student assessment:**

- Assessment of students upon entering DMACC, through the use of Computerized Adaptive Placement Assessment Support System (COMPASS) and other diagnostic testing.
- Assessment of student academic achievement throughout the chosen program of study at DMACC through faculty designed discipline and program specific assessment projects.
- Assessment of student success upon completion of a program or degree through analysis of raw student data, as well as program specific data. Assessment is routinely conducted through employer follow-up studies, analysis of transfer information at the three regent universities, student portfolio analysis, exit testing, capstone courses, and other skills assessment tools. The college also analyzes grade distribution, course completer information, course withdrawal information, retention information, and other data at the course and student level.



**Program assessment:**

- Each year, the office of the Senior Vice President of Academic Affairs collects data regarding staffing, equipment, materials and supplies needed, as well as program enrollment on all programs for review by the Executive Council, and the Academic Affairs Deans. This information is used to determine trends in enrollment, program demand, faculty load, student placement, and program cost.
- Every five years a comprehensive program evaluation is completed for each career program or academic discipline. It is used to identify staffing, equipment, and materials and supplies needed. It is also used to identify program enrollment concerns that may need to be addressed. These evaluations are completed by the program chair/group leader/district chair with assistance from the discipline or campus dean, and are submitted to the Director of Academic Development for review. The comprehensive evaluation contains the following information:
  - a) Student satisfaction survey analysis.
  - b) Graduate satisfaction survey analysis.
  - c) Employer satisfaction survey analysis.
  - d) Advisory committee survey analysis.
  - e) Program assessment plans/student learning assessment plans.
  - f) Demographic and enrollment patterns.
  - g) Classroom inventory and usage analysis.
  - h) Course sequence information.
  - i) Program goals.
  - j) Program competencies and grids.
  - k) Staff development activities.
  - l) Institution building activities of the faculty.
- The comprehensive evaluations are used as a blueprint for major program and curricular changes. The evaluation is completed by all faculty involved in the delivery of the program, the dean, and assistance from the program development office.

**Assessment of institutional and community needs:**

- Each career education program has an advisory board that meets a minimum of two times a year. One of the responsibilities of the advisory boards is to identify and respond to community needs for program graduates.
- The DMACC Adult Basic Education (ABE) program meets quarterly with the partnering agencies under the Workforce Investment Act to ensure the ABE program continues to identify and respond to the community needs.



## **Western Iowa Tech Community College (WITCC)**

Throughout 2003-2004, Western Iowa Tech intensified its assessment and evaluation activities. The college participated in the Skills 2006 statewide research initiative and conducted its own additional survey and focus group research. A comprehensive report, "Regional Stock of Skills," consisted of findings, environmental scanning, and employer survey results may be viewed on the college's research and planning website, [http://witcc.com/research/reports/summaryreport\\_2-3.pdf](http://witcc.com/research/reports/summaryreport_2-3.pdf).

Internal assessment activities include using findings from the Community College Survey of Student Engagement, Noel Levitz's Student Satisfaction surveys, general education assessment, longitudinal reports of transfer students' performances at Regents institutions, and continuous improvement plans from academic units.

## **Iowa Western Community College (IWCC)**

Iowa Western Community College conducted the annual, as well as in-depth program evaluation and review of career and technical programs. This process evaluates qualitative feedback from stakeholders to provide future direction. As a result of this process, two programs have been recommended for further intensive review during FY05. Focus groups will assess strengths, weaknesses, opportunities, and develop strategies to reinvent these programs.

Curriculum revisions of the Early Childhood Education program were completed. Curricula and programs in Business and Marketing were revised to improve efficiency and expand content.

To meet area business and industry needs, three new programs of study were developed. A transfer degree program in Horticulture and career and technical programs in Turf and Landscape Management and Paramedic Specialist will be offered in 2005.

The college initiated a review of its academic planning cycle including the outcomes assessment plan. A timeline has been established to correlate this plan with the revised accreditation criteria of the Higher Learning Commission of the North Central Association of Colleges and Universities.

## **Southwestern Community College (SWCC)**

### **Assessment Committee**

A two-day workshop was held in November of 2003 for all faculty and staff members to be trained for the implementation of the Nichols Model, a model designed to train community college personnel to:

- Conduct ongoing assessment and evaluation of all divisions of the institution through systematic review of data.
- Establish goals based on collected data.
- Measure effectiveness of goal achievement based on data-driven results.



All instructional and support units are currently assessing areas of their respective areas. Results will be used to establish new initiatives in the college's strategic plan.

#### Employer Satisfaction Survey

An Employer Satisfaction Report is completed annually by using information obtained from a graduate placement survey of the previous year. Surveys are mailed to employers who have hired graduates of Southwestern Community College's career and technical and career option programs.

The Employer Satisfaction Report is used to assist the Southwestern Community College administration, Board of Directors, and faculty and staff stay abreast of changes in today's workplace. Also, the information is used to evaluate educational offerings and to make modifications as needed.

#### Program Advisory Committees

Southwestern Community College has program advisory committees for all career and technical and career options programs. The committees are comprised of representatives from the program specific business or industry. Recommendations are written into the goals for the programs and are also reviewed through the program evaluation process.

#### Program Evaluation

Program Evaluation is designed to provide a systematic assessment of all career and technical and career option programs offered at the college. The purpose of the process is to identify the strengths and weaknesses of each program and to encourage a process of program improvement. An Interdisciplinary Assessment Team conducts program evaluation. Each program is evaluated annually by faculty and is evaluated in-depth by the Program Evaluation Committee on a five-year cycle.

The evaluation process includes specific components identified by the Department of Education and is to include a review of curriculum, recruitment, educational resources, advisory committees, student achievement, staff development, student completion, graduation rates, and placement data.

#### Adult Education

The Adult Basic Education (ABE) program is now assessing every learner's academic needs as they enter the ABE classroom. Goals range from learning English as a Second Language to reading, writing, communications, and math enhancement to studying for the General Education Development (GED) tests. The instrument used statewide is Comprehensive Adult Student Assessment System (CASAS). Learners are then evaluated periodically to show learning gains.

All nurse aides complete a reading assessment. Reading for Understanding is the tool used. If a student is unable to complete parts 3 and 4, they are referred for learning assistance at an ABE class or the Comprehensive Learning Center.



### Tech Prep/Career Academies

Career academies are now accessible at the three Southwestern Community College centers. Entry level college credit programs leading to a degree are offered in Business Systems Networking, Carpentry, and Automotive Technology.

An area-wide assessment was conducted to evaluate student interest in the health career field. Career academies will be offered this fall for entry-level college credit courses for Certified Nursing Associate, Emergency Medical Technician, and Medical Transcription.

### Additional Assessments

A substantial number of additional assessments are completed throughout each year to determine current and future needs of students and the area. These include:

- Student Support Services, Student Satisfaction Survey - how students accessed services and whether the services were helpful.
- Graduate Placement Report – statistics of graduates per program, number employed, field of employment, location, and annual salary range.
- Student Demographics – survey taken during registration, orientation or testing to collect information on part-time/full-time, age, male/female, residence, housing, funding, college choice, needed services, scheduling preferences, and goals.
- Career and Technical and Career Option faculty members conduct pre- and post-tests to measure incoming abilities and evaluate academic and skill gains.
- All faculty members conduct a variety of assessments to monitor student understanding of course concepts and evaluate instructional methods.
- Student perceptions are collected in at least one class for every faculty member.
- Surveys of area high school students were conducted to determine whether Southwestern's schedule was meeting their needs and what additional or alternate courses could better serve their needs.
- Telemarketing was conducted with prospective students to identify and address questions about Southwestern and with current students to assess their satisfaction level.

### Indian Hills Community College (IHCC)

- Implemented on-line registration, on-line admissions application, and on-line signing of promissory notes.
- Conducted assessment of classroom, course, and program goals to improve programs and services.
- Implemented a new process for course/curriculum development to ensure academic integrity and facilitate communications across disciplines.
- Offered new schedule for Drafting/Virtual Reality program to meet working professionals' need for easy access to new Computer Aided Drafting (CAD) software certification, updates, and advanced design principles.
- Restructured the Microcomputer Software program to include more e-commerce and web design applications to support needs of working professionals and to attract more businessmen/women and entrepreneurs.



- A variety of assessment tools are utilized in the classroom to provide feedback to instructors with regard to course, program, and divisional goals. Analyzing data from assessment processes assists instructors in their efforts to improve student learning.
- Indian Hills Community College provides quality programs in direct response to the training needs of local, state, and national employers. Through Customized Learning and Adult Basic Education programs, the college addresses skill specific needs of constituents and local employers. Local efforts are assessed through:
  - a) The statewide CC Benefits study coordinated with Iowa Association of Community College Trustees (IACCT).
  - b) The local business/industry study. Plans for Excellence (departmental and divisional planning).
  - c) Program evaluation and review.
  - d) Advisory committees.
  - e) Retention survey completed in fall of 2003.
  - f) The Student Satisfaction Survey conducted by Student Support Services each year.
  - g) Graduate follow-up survey.
  - h) Perkins year-end report assesses enrollment, retention, completion, graduation, placement, and enrollment of special and nontraditional populations.
- The following are programs added in the Health Occupations Division to meet the needs of the communities and the state:
  - a) Half-Day High School Health Occupations at Centerville.
  - b) Emergency Medical Intermediate.
  - c) Practical Nursing –Evening.
  - d) Expanded the Surgical Technology program by eight students.
  - e) Expanded the Practical Nursing evening program by 16 students.
  - f) Pharmacology Technician.
  - g) Health Unit Coordinator.
  - h) Expanded the ADN program by 16 students.
  - i) Medical Laboratory Technology.
  - j) Dialysis Technician.

#### **Other Programs in Research Stage**

- Mortuary Science
- Respiratory Therapy
- Limited Radiography
- Massage Therapy
- Dietetic Technician
- Orthopedic Physician's Assistant



## **Southeastern Community College (SCC)**

For the fourth year, Southeastern Community College continues to offer College 101, SCC's program for workers who have been laid off or displaced. The program offers three free credit hours of in-state tuition to students who complete the no-cost three-session program. Participants receive campus-specific information on admissions procedures, course schedules, and diploma/degree options, plus assistance in determining their individual skill levels in reading, writing and math. This program continues to be modified and enhanced based on the evaluations received from all program participants.

Increased opportunities have been established for credit English as a Second Language (ESL) classes.

In the fall of 2003, SCC implemented an extended ESL credit program to better serve the needs of non-native English speakers with little or no exposure to the English language. A full-time ESL program coordinator/instructor was hired.

Two new programs have been implemented based on advisory committee recommendations, Health Information Technology and Medical Transcription.

The Iowa Community College On-line Consortium (ICCOC) continues to expand enrollments and services offered to its students. The majority of the administrative staff for this endeavor is housed on the campus of Southeastern Community College. Over 1500 non-duplicated students will be served in fiscal year 2004 with total enrollments surpassing 13,000. The ICCOC continues to train additional instructors and develop on-line courses to meet the high demands of students. The number of courses offered in fiscal year 2004 will surpass 125 and the number of sections will total over 600.

In the spring 2004, SCC submitted an application to become an "Employment Network" site in southeast Iowa. This designation allows the college to provide career/job assistance services to individuals who have been issued a "Ticket to Work" through the federal Social Security Administration.

In response to the request of owners/operators of area greenhouses, turf management specialists, and florists, an Associate of Applied Science in Horticulture Technology degree was created and submitted for state approval in spring 2003. The Horticulture program filled to capacity for the first year, and the program's second year courses are being implemented. It is anticipated the program will continue to be a popular addition to the curriculum.

Accelerated Career Education (ACE) funding has been secured to expand the existing Construction Technology program. A new facility, currently in the planning and fundraising stages, will allow increased student capacity for the current program plus adding courses in building trade skills that are lacking in the local area.



Southeastern Community College's Center for Business and Industry Services (CBIS) personnel has an ongoing process to work with business and industry to identify their needs. This is accomplished primarily by informal discussions.

CBIS has expanded its assessment services to business and industry by adding pre-hire assessment services. Three local companies contract with CBIS for pre-hire assessment services.

- CBIS personnel also sit on various Chamber of Commerce committees which assess business and industry needs and satisfaction levels of current programs and services.
- All CBIS coursework is evaluated as related to appropriateness of training and level of meeting client expectations.
- CBIS personnel make annual visits to selected companies with area Chamber representatives.
- CBIS contracts with an assessment consultant to provide services to area businesses.
- CBIS has coordinated several consortium projects saving company and college resources. Examples are International Organization for Standardization (ISO), Safety, and Lean Manufacturing.
- CBIS has conducted Lean Manufacturing training for six local companies with over 300 employees.

Workforce Center personnel sit on various Chamber of Commerce committees, which assess business and industry needs and satisfaction levels of current programs and services. In addition, they provide individual assessment of workforce participants, make annual visits to selected companies with Chamber representatives, and provide workshops addressing career transition needs of dislocated workers.



Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative B: Improve articulation of career/technical and arts and sciences programs across Iowa's education system (K-12, community colleges, independent colleges, and state universities), and develop an approach to resolving articulation problems, such as mediation or arbitration, in order to move toward a seamless education system.

## **Department of Education Response**

### **Articulation**

- Model Secondary Curriculum - Community college agriculture instructors are working with secondary agriculture instructors to develop a model secondary curriculum. The primary objective is to improve articulation and increase student success upon transition to postsecondary education.
- Common Course Numbering - The department chairs and instructors of the postsecondary community college programs have been working the past year on the common course numbering of all the programs at the community college. The Department of Education program consultants have also participated in this project. The courses are being updated as it relates to content, number of credits, and lecture and lab. When appropriate, the courses have been aligned with career and technical offerings at four-year universities.
- Alternative Schools - A matrix for decision-making regarding implementation of alternative schools was developed in 2004 to guide local schools and community colleges to design and implement schools and programs. The matrix will help administer programs and schools with emphasis on quality programs with high expectations.

The Iowa Association of Alternative Education finalized a publication identifying a "Framework for Alternative Learning Environments" and "Quality Indicators for Alternative Learning Environments." These documents captured current thinking of alternative educators regarding basic beliefs of education and provision of alternatives to assist all students to learn. The quality indicators will be used to guide the development and implementation of programs and schools in to the future. These documents are available at [www.iaae.net](http://www.iaae.net). Look under "resources" and then "articles."

- Statewide Articulation - The Computer Business Applications statewide articulation agreement supplement was developed to further explain the competencies required. Following distribution of this supplement, community colleges will be asked to review and sign the agreement.



- Advisory Councils - Iowa Department of Education staff serves as an advisory council member for the Kirkwood Community College Information Management Systems Academy. The focus of the advisory committee is development of articulation between Kirkwood Community College and the participating school districts.
- Business Articulation - The instructors of the community college Business Technology programs met to discuss and strategize the following items: degrees for each program, future staffing issues, student recruitment, retention of students, business career and technical student organizations, and articulation.

### Career and Technical Student Organizations

- Career and Technical Student Organizations (CTSOs) - Over the past 70 years, the State Board of Education has chartered career and technical student organizations. These student organizations provide development of leadership, technical, employability, and academic skills as well as linkages with business and industry through experience for the students involved in them. Currently, Iowa community colleges support five CTSOs. Those student organizations are Business Professionals of America (BPA), Phi Beta Lambda (PBL), Delta Epsilon Chi, Postsecondary Agriculture Students Association (PAS), Skills USA-VICA, and Health Occupations Students of America (HOSA). These student organizations serve students in business and administration, information technology, and finance; marketing; agriculture; and manufacturing, transportation, construction, and graphic communications. The consultants in the Department of Education serve as state advisors for these student organizations.

A joint business career and technical conference was held for FBLA/PBL and BPA advisors. This is in an effort to maintain more unity between the business career and technical student organizations.

## System-Wide Responses Contributed by Community College Liaison Groups

### Association of Iowa Community College Arts and Sciences Administrators (AICCASA)

The Arts and Sciences Administrators state organization, in conjunction with other groups such as Student Services and the Liaison Advisory Committee on Transfer Students (LACTS), work to communicate joint ideas to parent groups. They strive to maintain a voice in the state in dealing with future issues relevant to community colleges, i.e. the common course numbering project. At the April meeting, AICCASA and LACTS meet jointly to review “The Public Connection,” consisting of statewide articulation agreements between Iowa’s community colleges and the regent universities.



### **Chief Academic Officers**

Chief Academic Officers (CAO) stay up-to-date on articulation issues. This year, meetings included discussions about Career Academies, high school and community college credit courses, on-line courses, and common course numbering. The CAOs are represented on the 2+2 Committee and have worked closely with the Regents Committee on Educational Relations (RCER) and the Liaison Advisory Committee on Transfer Students (LACTS) committee.

A major CAO project for the 2003-2004 academic year was common course numbering. Statewide subject area meetings were held to allow faculty to determine which courses had enough common content to be considered “common” for the purposes of statewide numbering. A numbering pattern was established. During the next few months, matrices will be finalized and checked by academic administrators and faculty for accuracy. A fall 2005 implementation is expected.

### **Chief Student Services Administrators**

Chief Student Services Administrators reaffirmed the statewide articulation agreements between community colleges and regent universities at the April 2004 meeting.

### **Continuing Education Deans and Directors**

The Continuing Education Deans and Directors had responsibility to re-write the Contact Hour Reporting Manual. Their efforts were aimed at developing a Contact Hour Reporting Manual that would ensure all colleges were reporting Contact Hours in a consistent and accurate manner. The community college Presidents approved the new reporting manual at their March 2004 meeting.

## **Community College Responses**

### **Northeast Iowa Community College (NICC)**

#### **Activities:**

- **Guaranteed Transfer Admission Contracts (GTAC)** - In addition to articulation agreements with Iowa regent institutions, NICC has entered into GTAC agreements with Luther College, Upper Iowa University, University of Dubuque, Loras College, and Clarke College guaranteeing junior status to NICC students who transfer after receiving their two-year transfer degree from NICC.
- **Annual Meeting with Regents Transfer Representatives and Community College Advisors** - Advisors meet annually with regents transfer representatives to review articulation concerns and issues.
- **University of Dubuque (UD) Joint Admissions Agreement** - Students enrolling at NICC who plan to attend the University of Dubuque can be jointly admitted and are offered all the benefits available to UD students while attending NICC. They are advised by a UD advisor and can attend UD events.



- **Clarke College Joint Admissions Agreement** - Students enrolling at NICC who plan to attend Clarke College can be jointly admitted and are offered all the benefits available to Clarke College students while attending NICC. They are advised by a Clarke College advisor and can attend Clarke events.
- **Dairy Agreement with Northwest Iowa Community College (NCC)** - In response to the developing dairy industry in northwest Iowa, Northeast Iowa Community College (NICC) and NCC have formed an Intrastate Compact where NCC students can take most of the NICC Dairy Science program from NCC. General education classes are taken at NCC; agriculture courses are taught by NICC over the Iowa Communications Network (ICN); and students come to NICC for an eight-week intensive workshop in the state-of-the-art Dairy Center utilized by NICC.
- **Iowa State University (ISU) Joint Admission of Dairy Science Students** - By agreement between NICC and ISU, NICC Dairy Science students are jointly admitted to ISU when they begin the Dairy Science program at NICC.
- **Respiratory Tech Agreement with Eastern Iowa Community College District (EICCD)** - By agreement, EICCD students attend NICC's Respiratory Tech program and share program facilities to respond to EICCD area medical employment demands.
- **Surgical Tech Agreement with Kirkwood Community College (KCC)** - NICC has joined a number of community colleges to offer this KCC program on the NICC campus. Ten NICC students take courses at NICC and by ICN at KCC for training in this career field.
- **Writing Partnerships with High Schools** - Area high schools participate in a writing project where the NICC Composition students and faculty critique the writings of high school students. This allows for growth in the writing skills of both groups.
- **CISCO** - NICC is the regional academy for ten CISCO academies in northeast Iowa high schools. These have proven very popular with high school students and provide valuable job skills.
- **Health Occupations Consortia** - Area high schools have joined in consortia with NICC to provide health education classes to high school students. The three health consortia include: (1) Valley of Elgin, Sumner, West Central, Tripoli, Clarksville, and Greene; (2) Eastern Allamakee and MFL/MarMac; and (3) Ed-Co, Maquoketa Valley, Starmont, and Clayton Ridge.
- **Dual Enrollment** - NICC currently has 27 28E agreements with area high schools, which provide college level classes for high school students.
- **Teacher Training/Industrial Technology** - A true 2+2 agreement is in place between NICC and Upper Iowa University so Industrial Technology teachers can obtain a license to teach. NICC is also working with Upper Iowa University to develop an Ag Business degree.
- **BSN Nursing with University of Iowa** - Nurses from around northeast Iowa can now take University of Iowa coursework by ICN at NICC to get their four-year degree. This allows them to maintain their employment and further their education.
- **Electroneurodiagnostic Technology Agreement with Eastern Iowa Community College District** - Students can do all of their general education credits with NICC and complete the core requirements with EICC.



- **Luther College/Upper Iowa University/University of Dubuque – Upward Bound Grant** - NICC applied for and received two Upward Bound grants with the support, cooperation, and assistance from Upper Iowa University, Luther College, and the University of Dubuque. The Upward Bound grant housed at the Calmar Campus forged partnerships with Riceville, Oelwein, Lansing, and Waukon High Schools to recruit ninth to twelfth grade students from these districts. The Peosta campus Upward Bound grant established partnerships with Western Dubuque, Dubuque, and East Dubuque Schools to recruit ninth to twelfth grade students from their districts. The Upward Bound grants provide after-school tutoring, academic advising, study strategy development, career and college preparatory planning assistance, and cultural activities to all participants. Programming also includes a six-week summer educational component where students live on campus at the University of Dubuque and take core curriculum and college prep courses to facilitate their transition from high school to college.
- **High School Relations** - NICC has a full-time high school relation's coordinator to work with district high schools to set up cooperative programs.
- **Alternative High Schools** - NICC contracts to operate four Alternative High Schools for 13 area high schools.
- **Career Academies** - NICC is developing academies for high schools in requested areas from CISCO, Automobile Technology, Carpentry, Welding, etc.
- **Tech Prep and School-to-Work** - NICC participates with Area 1 Area Education Agency in the Tech Prep and School-to-Work programs.
- **Kuder Career Assessment** - NICC provides free Kuder Career Assessment programs to students in grades 7 and above in 68 public and private school districts in Area 1.

#### **North Iowa Area Community College (NIACC)**

- **College/University Articulation** - All NIACC associate degree programs are entered into articulation agreements with Franklin University and Bellevue University during the 2003/2004 academic year.
- **CISCO Academies** - NIACC is the regional academy for six CISCO academies in high schools and one in another community college: Garner/Britt, Forest City, Mason City, Newman, North Iowa, and Iowa Valley Community College District (Ellsworth).
- **National Science Foundation (NSF)/Phi Theta Kappa Grant** - NIACC is one of 18 colleges selected to participate in an NSF/Phi Theta Kappa grant opportunity: Preparing Tomorrow's Science and Mathematics Teachers at Community Colleges, Round II. Mentors from Delaware Technical and Community College and University of Delaware met with a team from NIACC and University of Northern Iowa in February at a meeting in Washington D.C. to develop an action plan to enhance teacher preparation programs for future K-12 science, mathematics, and technology teachers. The plan will be implemented during the following 16 months.



- **National Science Foundation Regents' Academy for Math and Science (RAMS) Grants (Regents' Academy for Math and Science)** - NIACC is again working with the support of three RAMS grants. Two of the grants deal with science education instruction and the third is a statewide grant to make a recommendation to the Department of Education for the appropriate sequence of topics/classes for math for elementary teachers.
- **Tech Prep** - One hundred ninety-six high school students participated in 19 Tech Prep programs during the academic year, 2003-2004. Sixteen of the 24 Area 2 high schools have Tech Prep programs.

NIACC instituted the Certified Nursing Assistant Program in January 2004 at Mason City High School as part of their Tech Prep health program.

A new Sport and Fitness Management program has been added to Forest City High School Tech Prep opportunities.

In 2003, NIACC implemented a follow-up study of past Tech Prep students. Updated data will be added in July 2004. A portion of the results includes:

1997 Graduates:

30 out of 35 graduates contacted	
87 percent	employed
3 percent	still in school
3 percent	in the service
7 percent	searching for employment

1999 Graduates:

43 out of 53 graduates contacted	
74 percent	employed
19 percent	still in school
5 percent	in the service
2 percent	full-time, stay-at-home parent

- **LEA Partnerships for College Instruction** - Partnerships between area high schools and NIACC allow qualified students to complete a portion of their general education requirements while still in high school through Postsecondary Enrollment Options (PSEO). Total students enrolled in PSEO classes for fall 2003 was 242, and enrollment for spring 2004 was 255. In addition, through contracted classes, 75 students in fall 2003 and 84 students in spring 2004 took NIACC classes taught by a qualified high school instructor.
- **Articulation Agreements** - Approximately 250 articulation agreements exist between NIACC and 24 Area 2 high schools.



## **Iowa Lakes Community College (ILCC)**

### **College Articulations:**

- Provided students with diverse backgrounds and abilities access to a full range of courses for enrichment, career exploration, lifelong learning, upgrading educational enhancements, and exploration of new information technology.
- Provided a single point-of-contact for articulation agreement development and implementation within the student counseling area. Students interested in transferring to other institutions received information on current articulation agreements.
- Increased the number of articulated courses to senior division institutions.
- Updated articulation guidelines and made information available to faculty on the college share drive.
- Continued to participate in common course numbering process to provide a seamless transition from high school – community college – university.
- Hosted two secondary/PSEO articulation meetings and provided high school teachers and college faculty an opportunity to align standards and benchmarks with career/vocational program core competencies to ensure a smooth transition.

### **Regional Academy –**

- Utilized the Postsecondary Option program and the Regional Academy to encourage students to find an area of interest to pursue after high school completion.
- Increased program offerings for Regional High School Academy to 11.

## **Northwest Iowa Community College (NCC)**

- **Community College/4-year Private Initiative** - This past year, additional steps were taken toward the building of a working relationship with Dordt College, which may result in the creation of a 2+2 program between NCC's Mechanical Technology program and Dordt's Engineering major. This would be the first of a kind relationship between these two entities. This has been a multi-year effort which first started as a result of conversations between the colleges' Presidents almost three years ago, and expanding this year, when on April 5, 2004, NCC's Dean of Trade & Technology met with Dordt's Dean of Natural Science to start planning the possible option of Dordt initiating a new Engineering Technology Degree, which would articulate with both NCC's Mechanical and Electrical programs.
- **Articulation Agreement for On-line Students** - This past year, NCC signed an articulation agreement with Franklin University. This degree completion program allows the College greater flexibility in course delivery, to better serve the needs of the non-traditional student population. NCC students are able to complete their Bachelor of Science Degree by building on their Associates Degree at NCC through additional classes via the Internet. This allows for a seamless transfer of courses.



## **Iowa Central Community College (ICCC)**

### **Iowa Central Community College Strategic Plan Focus Area – Partnerships**

Iowa Central has developed a new articulation agreement with Loras College in Dubuque, Iowa. Iowa Central also has articulation agreements and course equivalency guides with many other public and private institutions including:

- University of Phoenix
- Briar Cliff College
- Buena Vista University
- Coe College
- Drake University
- Iowa State University
- Luther College
- Mankato University
- Northwest Missouri State
- Palmer College of Chiropractic
- University of Iowa
- University of Nebraska at Kearney
- University of Northern Iowa
- University of South Dakota
- Upper Iowa University
- Hamilton College
- Loras College
- Simpson College

Iowa Central participates in a statewide articulation agreement with the Regents universities that allows for up to 16 hours of career and technical credit as elective credit for the Associate of Arts degree. There are also satellite programs on the Fort Dodge campus with the University of Iowa's College of Nursing in the RN-BSN program.

Because of the longstanding articulation agreements with the Regent's universities in Iowa, there are few problems for students who transfer to these institutions. Course equivalency guides are available on-line and in paper format. Students are aware how courses will transfer when they choose their classes at the community college. If a transfer problem arises, it is resolved via discussion among the transfer advisor at the receiving institution, the student, the department chair, and registrar at Iowa Central.

Iowa Central has worked to improve articulation with Buena Vista University in the areas of Human Services and Education majors and continues to expand and grow in the area of articulation agreements within and outside of the Area 5 region.



Recently, Iowa Central expanded services to Southeast Polk High School in the area of CNC, and has had requests to discuss opportunities in other areas as well. The following is a list of schools that Iowa Central Community College has either a dual credit program or articulated agreements with: Fort Dodge, Webster City, Eagle Grove, Prairie Valley, South Hamilton, Albert City, Alta, Schaller- Crestland, Storm Lake, Humboldt, Rockwell City, Pocahontas, Clarion, Manson, Laurens, Jefferson, Sac City, Eagle Grove, Wall Lake, Lake View, Pomeroy/Palmer, Lytton, Lake City, East Greene, Paton/Churdan, NE Hamilton, and Southeast Webster.

Iowa Central has developed strong partnerships with our Area 5 school districts. The college will continue to offer many courses to the high schools through the Project Earlybird (contracted college credit courses) and the Postsecondary Enrollment Options Act (PSEO). The college has also partnered with a local school district to begin a Charter School. Students will be able to take courses on campus and distance learning programs.

Over 30 new Earlybird classes were contracted during 2003-04 with the Business Department. These partnerships, along with Tech Prep grants, allowed the business programs in the high schools to secure software and training to deliver new web technologies, accounting, and office applications. A total of 916 high school Area 5 students were served by business courses in the Earlybird program during 2003-04; 2346.5 credit hours were completed by these students.

The Industrial Laboratory Technician program at Iowa Central has partnered with area high schools and developed a Biotechnology course to be offered as a contracted course at the high school. In January, Area 5 superintendents, principals, counselors and science teachers were invited to attend the initial meeting to plan the course. Twenty-one schools attended these meetings and expressed an interest in participating. Additional meetings were held with high school science faculty to develop curriculum for the course. Twelve schools have committed to offering at least one section of this new class during the 2004-2005 academic year. In the fall of 2005, this course will be taught at Iowa Central as part of the Industrial Laboratory Technician program.



## **Iowa Valley Community College District (IVCCD)**

Iowa Valley Community College District continues to update its articulation agreements with area high schools and has added several new courses to the 28E agreements based on school district interests. In addition to the previous career academies, a district-wide Business Career Academy was instituted with the Northern, Southern, and Poweshiek County Consortiums. Previously, seven Career Academies have been instituted with block times for secondary students in the areas of Machine Trades, Industrial Maintenance, Carpentry, Computer Network Management, Hospitality, Broadcast Technology, and Certified Nurse Aide. Improvement in addressing articulation problems has occurred through the input of the consortium of school districts (Northern, Central, and Poweshiek) and with the aid of the local area education agency (AEA 267). Membership in the consortium includes K-12 superintendents, principals, and counselors, along with IVCCD academic administrators and faculty who work together to set and meet mutual goals and address district concerns.

To promote these career academies, the IVCCD Marketing and Communications Office has produced new marketing materials in conjunction with the AEA. All information related to the high school/college connection is integrated into a single location on the college website and a recruitment CD for high school faculty and counselors, students, and parents.

On the other end of the spectrum, articulation agreements with William Penn, Upper Iowa University, and other four-year institutions have been signed in the past year. In addition, IVCCD has received a \$25,000 Challenge Grant from the Leopold Center for Sustainable Agriculture at Iowa State University, which has created a unique partnership to develop a two-year degree program in Sustainable and Entrepreneurial Agriculture.

## **Hawkeye Community College (HCC)**

- Emphasized articulation as an integral component of new and existing programs in career education and career option offerings.
- Continued a Tech Prep initiative in the area of manufacturing careers, specifically Computerized Numerical Control, to enhance articulation from K-12 to the community college; i.e. HCC and on to the four-year university; i.e. UNI. The college applied for and received a competitive grant of \$125,000 from the Society of Manufacturing Engineers (SME) to enhance this project. The college received a \$69,000 grant from the Waterloo John Deere facility to purchase additional portable CNC equipment that will be utilized in area high schools. Receipt of the Deere grant meets the challenge grant conditions established and SME enables Hawkeye Community College to receive the final \$48,000 of the SME grant.
- Continued a Tech Prep initiative in Life Sciences, specifically Nursing, to enhance the articulation with Allen College.
- Reviewed and updated the college's transfer agreements with Regents institutions, Wartburg College, Simpson College, Palmer College, Loras College, and Upper Iowa University to provide current information to students interested in transferring to four-year institutions.



- Meetings were held with the following four-year institutions to enhance the articulation process and initiate transfer agreements: UNI College of Education, UNI College of Health, Physical Education, and Leisure Studies, William Penn University, Wartburg College, Allen College, Mount Mercy College, and the University of Iowa RN-BSN programs.
- Participated with a statewide community college initiative concerning common course numbering.
- HCC college recruiters visited Dunkerton High school to register students in PSEO courses. Purpose was to provide better information concerning appropriate coursework for transfer to four-year colleges.
- Expanded articulation in agriculture with Iowa State University and other four-year institutions.
- Hawkeye Community College has been meeting with representatives of the local AEA and Waterloo Schools Special Education representative to develop procedures for transition of high school students with special needs to the community college.

### **Eastern Iowa Community College District (EICCD)**

The Academic Quality Improvement Project (AQIP) Transfer Transition Team strengthened the data gathering of EICCD transfer students to the five colleges and universities to which most EICCD transfer. The team conducted focus groups with students about transfer success factors and has created a transfer success packet for all transfer students. The EICCD transfer articulation agreements are on the EICCD website for student access 24/7. The team is creating a website with other helpful information that will be operational in fall 2004.

The AQIP Workplace Transition Team put into place a multiple source data gathering process to gather information about EICCD graduates. The sources include graduate survey, the Iowa unemployment insurance data base information, the National Clearinghouse database, advisor and placement officer collected information, and phone calls to former students.

Increased postsecondary programming and enrollment are evidence of EICCD's focus on meeting K-12 student learning needs and quality education transition processes from feeder schools to EICCD. At Scott Community College, high school initiatives in 2003-2004 included culinary arts apprenticeships, student built homes at two sites, a transportation academy, and metal and drafting programs. Department coordinators from the Applied Technologies Division met with their counterpart colleagues at the AEA to discuss issues to improvement the seamless transfer of students using the articulations processes. EICCD is also updating its career and technical articulations with four-year institutions and has established new transfer agreements with Franklin University and Loras College.



### **Kirkwood Community College (KCC)**

- Kirkwood Community College has implemented a new articulation process with high schools that allows students earning articulated credit to have it directly placed on a transcript. The new process still requires high school faculty to validate competency attainment at agreed upon performance levels, submit the articulation validation form, and submit a student transcript. This will help students continuing at Kirkwood to be more aware of this earned credit. In addition, high school faculty can access all articulation-related information and forms through the college's website.
- To improve student preparedness for success at Kirkwood, the college continues to provide annual feedback to area high schools on their graduates. This includes course placement data in math and writing. Local districts also receive one- and five-year data on graduates attending Kirkwood including program major, credit hours earned, and degrees awarded.
- A meeting in November 2003 between staff at Iowa State University and Kirkwood resulted in a new Horticulture transfer agreement and updated, expanded articulation in Agronomy, Animal Science, Horticulture and Agriculture Studies.
- The Business and Information Technology Department concluded a two-year self-study with a site visit by the accreditation team from the Association of Collegiate Business Schools and Programs (ACBSP). In April 2004, the ACBSP Board of Commissioners granted full accreditation with no conditions or notes to Kirkwood Community College's Business programs. Kirkwood is the only community college in the state to receive ACBSP accreditation. ACBSP is an important distinction in Kirkwood's continued development of course and program articulation with 4-year colleges and universities.
- Articulation agreements were signed with Northwest Missouri State University (NWMSU) for Kirkwood's Office Administration and Information Systems Management programs. Students earning their degree at Kirkwood Community College can continue to take a total of 83 credits to transfer to NWMSU allowing students to earn the Baccalaureate Degree. Most, if not all, NWMSU courses can be completed electronically.
- The Business Department met to discuss articulation with the University of Iowa's Tippie College of Business. A transfer plan was developed for the Marketing Career Option program. Discussion continues with other program opportunities.

### **Des Moines Area Community College (DMACC)**

DMACC continues to develop articulation agreements and relationships with area high schools to provide seamless educational opportunities for all students within the districts. Growth has allowed for expansion in the areas of health, auto collision, and culinary as districts have requested these additional programs for their students. Emphasis continues to be upon consortia of school districts, which have established cooperative agreements to pool resources and provide opportunities not otherwise available within individual districts. DMACC has nine different consortium areas that work to assess their needs and provide programming at the college and within the districts for students to access.



New areas of growth are expanded opportunities in the building trades, health, auto technology and biotech across the district. DMACC is also involved in a joint project with the area education agency (AEA), Pioneer, and ISU to expand opportunities for students in the biotech areas. The college currently has agreements with 52 high schools in Area 11 and students receive articulate credits. Many of the schools are also updating their agreements and coordinating career advantage agreements to prepare for their comprehensive school improvement planning process and subsequent site visit. DMACC currently offers eight 2+2 career advantage programs on campuses to accommodate schools that cannot afford to provide these programs at their sites. In addition to the career and technical classes and programs offered, the college supplement offerings in the academic areas to allow for the proper academic foundation to be built for the students. All of these Career Advantage programs are connected to business and industry programming through the Accelerated Career Education (ACE) program and include students from the high schools in the beginning programming.

DMACC also has articulation agreements with the Regent universities and independent colleges and universities. Over 40 majors are articulated and this allows for students to continue their educational path with a seamless opportunity. DMACC and Iowa State University (ISU) have developed the Program Assisting College Transfers (PACT) program, which continually promotes and offers opportunities for students to continue their education at ISU. The obvious goal of the college is to provide opportunities to students to build the necessary skills while always having opportunities to continue their education. DMACC is also continuing the development of a teacher program with Grandview College which will allow students interested in teaching at the high school level in career and technical areas the opportunity to complete their education through a joint project between the two colleges.

### **Western Iowa Tech Community College (WITCC)**

WITCC's Vice President of Instruction and Student Services led the state's common course numbering initiative that affects articulation by aligning courses across Iowa's public high education institutions. This past year, there were 31 discipline meetings which faculty from all community colleges were invited to participate. In most cases, faculty was the primary participants to discuss curriculum alignment and articulation issues. As a result of their discussions, connections were established between institutions with similar programs or issues. Faculty members exchanged contact information, arranged future meetings, and organized statewide discipline (i.e., English as a Second Language (ESL) credit) meetings. The discipline critical issues meetings brought full-time and adjunct faculty together to discuss and review course outlines, course syllabus construction, critical thinking, textbook selection, consistency, and best practices.

WITCC's Department Chair of Language, Humanities and History surveyed all area language arts teachers regarding the instruction of writing conventions and research format in an effort to confront the plagiarism issues.

In 2003, Western Iowa Tech established articulation agreements with Concordia University at Seward, Nebraska and University of Phoenix.



## **Iowa Western Community College (IWCC)**

Iowa Western Community College has established articulation agreements with all school districts within the service area and collaborates with statewide agreements. All articulation agreements are updated annually, and information is distributed at the beginning of fall term. As student articulation problems arise, staff works closely with high school faculty and administration to resolve and facilitate enrollment for students.

Seamless curriculum workshop activities have been conducted with community college and high school faculty. These workshops assist high school instructors in understanding college course content and program outcomes and have minimized academic “gaps” between community colleges and high school outcomes.

At the community college and college/university levels, articulation and transfer processes are on-going. Collaboration and joint programming between IWCC’s Aviation Maintenance Technology program and the Aviation Institute at the University of Nebraska at Omaha for delivery of transfer courses include:

- Active participation in the common course numbering process.
- New transfer agreements in Business Administration and Para-Accounting with Northwest Missouri State University.
- New transfer agreements in Computer Sciences with the University of Nebraska at Omaha.

College staff has participated in the Liaison Advisory Committee on Transfer Students (LACTS) meeting as well as statewide articulation conferences.

The Iowa Community College On-Line Consortium has provided the avenue for sharing of educational programs and courses between member institutions. On-line delivery has expanded learning opportunities to students with previously limited access to college credit courses. The on-line program has provided linkages to on-line baccalaureate and masters programs offered by regional universities.

## **Southwestern Community College (SWCC)**

### **Tech Prep Articulation Handbook**

The Southwestern Community College staff has developed and circulated an Articulation Handbook to all Area 14 school districts. The handbook was originated to provide a framework for articulation processes and facilitate career program articulation between SWCC and the secondary schools thus enabling students to move easily from one educational level to the next.



### Iowa Arts and Sciences Administrators Articulation (IASA) Conferences

Each year, the deans and directors of Arts & Sciences from Iowa's community colleges, in cooperation with representatives from the three Regent universities, organize and host a discipline-specific articulation conference. The most recent was held in January and focused on English. Previous articulation conferences have focused on Education, History, Agriculture, Computer Science, Sociology, Art and other disciplines.

Participating instructors are encouraged to discuss content and course delivery questions and concerns. From these meetings, continuing dialogue has been common with the establishment of listserv groups and statewide interest groups.

### Course Articulation Reviews

The growth of on-line courses has encouraged further review of peer institution courses and communication with transfer institutions. This new delivery method, as the Iowa Communication Network (ICN) before it, has raised questions of course comparability within and between colleges and has also provided the means for more efficient sharing of course design and content information.

Within Southwestern, new proposals for courses must be submitted to transfer schools for articulation review and approved by a Curriculum Committee. Additionally, a subcommittee of the Technology Committee must approve proposals for new on-line courses. These are also sent to cooperating on-line community colleges (Iowa Community College On-line Consortium - ICCOC) for review.

### Articulation Agreements

Southwestern Community College has articulation agreements with each of the K-12 school districts participating in the Tech Prep/Career Academy programs. These agreements are updated annually. Southwestern also sponsors workshops to review curriculum with college faculty and K-12 instructors.

Southwestern Community College also is in the process of developing articulation agreements with UNI, Buena Vista University, Northwest Missouri State University, and Bellevue University. These agreements will focus on the transferability of on-line classes as well as career education course work.

### Course Numbering

The community colleges are in the middle stages of taking on development of a common course numbering system. The project will enhance articulation between the colleges.

### **Indian Hills Community College (IHCC)**

Arts & Sciences had been very active in developing new articulation agreements and strengthening existing relationships between K-12 and higher education institutions.

- New agreements were developed with Truman State University, Loras College, Upper Iowa University, William Penn University, and the University of Phoenix.



- Additional transfer guides were developed with Iowa State University.
- Additional transfer guide was developed with Buena Vista University—A&S Education.
- Updated transfer guides with University of Iowa and University of Northern Iowa.
- Worked with K-12 to promote articulation i.e. counselor day presentation, development of new forms and guidelines for high school study program (dual credit).
- Participated in the community college common course numbering project.
- Increased transfer and articulation agreements with Iowa State University, particularly with the Agriculture College.
- The technical division has worked diligently in developing new articulation agreements with districts in and outside of Area 15 and in adding articulation agreements with four-year public and private universities.
- The Technical Division has participated in the common course numbering meetings that are relevant to our technical offerings.
- Sixteen of the 23 school districts in Area 15 and one school district outside Area 15 offer Health Occupations courses through Indian Hills Community College. All of these are taught for college credit. Indian Hills Community College generates a transcript for the enrolled high school students. This approach facilitates transfer of the Health Occupations courses to colleges and universities.

### **Southeastern Community College (SCC)**

Southeastern is participating in the statewide project to develop a common course numbering system for Iowa community colleges. Twenty-seven faculty from 23 disciplines participated in statewide meetings to support this project in FY04.

An articulation agreement is in place with Upper Iowa University for on-line courses. The agreement provides for course-by-course articulation and six program-to-program articulations for:

AA Degree to BS/Business  
 AA Degree to BS/Accounting  
 AS Degree/Accounting Career Option to BS/Accounting  
 AS Degree/Business Administration Option to BS/Business  
 AS Degree/Criminal Justice to BS/Criminal Justice  
 AAS Degree to BS/Accounting

A dual enrollment agreement was developed with Iowa Wesleyan College (IWC) in February 2004. Discussions are now taking place regarding program-to-program articulations in the Health, Science, and Industrial Technology areas.

SCC continues to work on partnerships with neighboring colleges (Iowa Wesleyan in particular) to provide courses not offered at the college. This will help ensure students receiving the proper credits for transfer or for their two-year degree. Efforts are underway to develop a shared curriculum in teacher preparation and foreign languages.



Finalized agreement with Northwest Missouri State University regarding articulation of AA degree to BS degree in Management.

Area high school instructors and counselors met with SCC and Iowa Wesleyan instructors regarding the areas of Office Technology, Information Technology, Industrial Technology, and Agriculture. These meetings resulted in 127 course-to-course articulation agreements.







Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative C: Provide incentives to develop partnerships between local community colleges, other educational entities, and K-12 districts.

## **Department of Education Response**

### Partnerships

- Ag Alliance - The Department of Education is cooperating with this partnership among community colleges to create a common curriculum, increase student awareness of agricultural careers, and allow students to move seamlessly from one community college to another. Ag Alliance continues to be very active with assistance with marketing the postsecondary agricultural programs at major trade shows and with related materials.
- Alternative Programs - Two hundred seventy-five local school districts applied for and were approved for increased allowable growth to provide alternative schools and dropout prevention programs. The linkage between local schools and community colleges to serve dropouts and potential dropouts was promoted throughout the process of application and approval. Nine community colleges are now linking with local districts to provide alternative programs utilizing funds generated under this process.
- Iowa Comprehensive Counseling and Guidance – The Iowa Center for Career and Occupational Resources (ICCOR), through its statewide career information delivery system Iowa Choices, is supportive of the development of partnerships between local community colleges, other educational entities, and K-12 districts by providing information on suggested courses for grades 9-12 and the first two postsecondary years by Iowa Career Pathway and the 16 USDE Career Clusters. Iowa Choices also connects student occupational/career goals with postsecondary opportunities through connecting these goals with programs/majors offered at Iowa institutions.

ICCOR staff provides liaison to and staff support for the Iowa Comprehensive Counseling and Guidance Program Development Group, which includes professionals from K-12, AEA, community colleges, public and private colleges, and universities. A community college work group presented the community college guide at an Iowa Community College Student Services Association professional development workshop for counselors.

- Industry Partnerships - The Iowa Department of Education is fostering partnerships with business and industry through statewide trade association and labor unions. Partnerships will be used to involve business and industry in the career and tech programs throughout the system. Business and industry have become increasingly involved in statewide automotive technology initiatives and SkillsUSA.



Business and industry partnerships have resulted in sponsorship for FBLA/PBL and BPA competitive events. In addition, a banking institution has partnered with the Iowa Department of Education in planning for training involving financial literacy initiations. Financial literacy was identified as a major emphasis for training for the upcoming year for instructors' use in the classroom.

- **Iowa Industrial Tech Expo** - The Department of Education has partnered with the Southeast Polk Rotary Club, the Rotary Club of Iowa, and a local school district to offer the Iowa Industrial Technology Expo. The Expo highlights the achievement of over 900 student entries from students across the state of Iowa. The local Rotary Club and the school district provide all of the coordination, judges, and facilities for this statewide event and the state Rotary Club encourages local organizations to partner with their local school and assist the schools with logistical support as well as the financial support needed to allow these opportunities for Iowa students. This event provides an opportunity for community colleges to reach students who are interested in technical fields.

### **System-Wide Responses Contributed by Community College Liaison Groups**

#### **Chief Academic Officers**

Community colleges participated in the design and implementation of career academies and use of Iowa Values Fund to support career academies. The CAOs participated and supported this design and implementation.

### **Community College Responses**

#### **Northeast Iowa Community College (NICC)**

##### **Activities:**

- **CISCO Program** - NICC assists in the training and equipment acquisition for CISCO academies in northeast Iowa.
- **Cresco Center** - Responding to community needs, NICC is renting a \$1.5 million technology and classroom center in Cresco to provide career and technical programs and transfer classes to students and citizens of the Howard-Winneshiek school district.
- **Oelwein Center** - NICC equipped an ICN room and two classrooms at the new Enrichment Center in Oelwein for college classes.
- **Tech Prep AEA Partnership** - NICC and the Keystone Area Education Agency work together to deliver Tech Prep program activities throughout this area.
- **Continuing Education Activities** - The Continuing Education Division of NICC works with business, industry, and organizations in every community in the district to develop and promote specific education and training programs in their communities.



- **Additional Centers** - Responding to community needs, NICC is working with the schools and communities in Allamakee and Clayton Counties to potentially establish a Center in those locations.
- **One Source Training** - NICC is a partner with the other 14 community colleges in providing consistent, high quality training to business and industry throughout Iowa.

### **North Iowa Area Community College (NIACC)**

- **LEA Agreements** - The college has provided incentives such as 28E agreements and flexible scheduling for high school audiences. In fall 2003, 75 students took contracted classes at their high schools; in spring 2004, 84 students took advantage of these opportunities.
- **International Opportunities** - NIACC is a member of the Community College International Consortium to provide students and faculty members with opportunities for study abroad.
- **Grow Iowa Values Fund** - The college extended its financial resources through the Grow Iowa Values Fund (GIVF) to engage in partnerships with North Iowa Mercy Hospital to expand nursing education. It also partnered with Charles City High School and Hampton/Dumont High School to open Business Technology Career Academies.
- **Accelerated Career Education (ACE)** - Using ACE partnership leverage, NIACC created a new program for fall 2004, Hospitality/Food Service Management.
- **One Source Training** - NIACC is a partner in the community college initiative, One Source Training. During FY03, a total of 2316 employees from 12 companies received Lean Manufacturing training that resulted in a return investment for the participating companies of over \$30 million. The North Iowa region is the most active region in the state in the use of Lean Manufacturing training to improve the efficiency of plant operations.

### **Iowa Lakes Community College (ILCC)**

#### **Business Competition –**

- Provided opportunity for area secondary students to compete for scholarship funds and recognition of skills mastered in areas of business applications, communications, computer applications, web-design presentations and interview skills.

#### **Career Exploration Days –**

- Hosted area high school sophomore students. Community members and college students pursuing careers within the industry delivered short presentations. High School students attended three breakout career sessions on the Emmetsburg, Estherville, and Spencer campuses. Students were encouraged to participate in hands-on activities in addition to the seminar sessions.
- Piloted a career exploration event for area eighth graders.

#### **College Day –**

- Hosted a College Day for area junior and senior high school students. College recruiters participated in this annual event to provide a one-stop shopping experience for students to explore higher educational opportunities without traveling around the state/region.



**International Student Program –**

- Continued to partner with the Youth for Understanding student exchange program. International students participated in the International Food Faire in conjunction with Postville Core Book activities.

**Iowa Community College On-line Consortium –**

- Continued to expand on-line learning opportunities for Iowa Lakes students.
- Realized a significant increase in credit hours and number of faculty that have created on-line courses and received training.

**Secondary Programs –**

- Continued to expand shared programs, dual credit offerings, and college prep courses.
- Updated high school articulation agreements.
- Expanded Iowa Lakes' web-page for secondary programs.
- Hosted two workshops for high school teachers and college faculty to align standards and benchmarks with core competencies.

**Regional Academy –**

- Utilized the Postsecondary Option program and the Regional Academy to encourage students to find an area of interest to pursue after high school completion.
- Seven districts participated in the Regional Academy. Enrollment remained stable.
- Increased program offerings for Regional High School Academy to 11.
- 65 students participated at the Skills USA–VICA state competition for secondary and postsecondary students in vocational/technical career programs. 15 students qualified for the national competition.

**Tech Prep –**

- Partnered with 15 area school districts to provide technical educational opportunity for career exploration in 16 programs.
- Increased the number of Tech Prep and college prep course offerings.
- Developed web-pages for Tech Prep.
- Reviewed the articulation process and current Tech Prep agreements.
- Maintained quality and consistency in off campus courses.
- Provided staff development activities for both high school and college staff.
- Increased marketing tools to area high schools and community on Tech Prep programs.

**TRIO Programs –** *(support targeted for first generation, low income students)*

- Educational Talent Search served over 800 students in grades 5 through 12 both in school and those wishing to re-enter educational system.
- Upward Bound provided support for 60 students from nine partner school districts.

**Other partnerships –**

- University of Iowa: Learning Anytime Anyplace Partnership grant. On-line modules for Certified Nurse Assistant (CNA) students were tested and evaluated.
- USDA Cooperative State Research, Education and Extension Service grant funding strengthened the Iowa Ag Alliance partnership and provided curriculum training for high school and community college faculty on “Food Safety.”
- Hosted area Superintendents at Estherville and Emmetsburg campuses.
- Provided in-service opportunities for secondary and college faculty.



## **Northwest Iowa Community College (NCC)**

- **Jointly Administered Program** - NCC has worked extensively in developing flexibility in working with area schools to allow for expansion of opportunities to local high school students. The option of college credit for the student, additional funding for the school district, and more efficient use of resources are all incentives for these cooperative relationships.
- **Bachelor of Arts (BA) Opportunities on Campus** - Classroom space has been provided to Briar Cliff who provides area students the opportunity to complete a BA in Accounting or Human Resource management on the NCC campus.
- **Grant Writing Services** - As no local education agency (LEA) in the area has a staff person with the responsibility of pursuing grant opportunities for their district, the college has provided this service when it has the potential to positively impact the entire system of education delivery in northwest Iowa. This year, the college was successful in writing a Title IIB grant on behalf a consortium consisting of NCC, Morningside College, and local LEA's. As a result of this grant, 30-50 math and science instructors will be involved in a yearlong staff development project.
- **Tech Prep** - NCC provides support and incentives to local high schools for participating in Tech Prep initiatives through funding made available through the Tech Prep Grant. While the college applies for the grant, coordinates its operation, and completes all reports, the LEA's benefit from the resources that are made available for such purposes as 8<sup>th</sup> grade Career Day and LEA instructor staff development.
- **Sioux Center Community Ed** - NCC, Dordt College, the Sioux Center School District, and the city of Sioux Center combine their resources in support of the Sioux Center community education program.
- **Local Continuing Education** - The continuing education division in cooperation with local districts, offers education opportunities to rural communities. The college is the key player by providing the support for the administration of these programs.
- **Career Day** - NCC provides facilities and resources for 8<sup>th</sup> and 11<sup>th</sup> grade career days, which are cooperative ventures with AEA 4 and LEA's in northwest Iowa.
- **Skills-USA-VICA** - Instructors from programs at NCC assisted the host college for the state VICA contest in several program areas for which they did not have staff.
- **Iowa Community College On-line Consortium (ICCOC)** - NCC and six other community colleges are a part of a very pro-active consortium, which is delivering a full array of on-line educational opportunities and services to students. Increased class size has been a financial incentive to all participants. Increased offerings for the local students as well as flexibility in scheduling have supported this growth.
- **Iowa Communication Network (ICN)** - To increase opportunities for local high school students while effectively addressing the concern for instructional time lost during transporting of students, the college establishes a yearly schedule of ICN offerings based upon input of LEA's.



## **Iowa Central Community College (ICCC)**

### **Iowa Central Community College Strategic Plan Focus Area – Partnerships**

Iowa Central Community College has partnerships with Smithway Motor Xpress (SMX), Decker Truck Line (DTL), and Oberg Freight Company (OFC). Iowa Central provides new driver extended training for an additional three weeks after company orientation. This training helps the new driver's transition into the job for each company. All companies have their own company specific rules as well as the federal and state DOT rules for the trainee to learn and implement. They perform all duties required of the job. In addition, Iowa Central performs driver evaluations for SMX and OFC prior to employment to evaluate skills and provide additional training for those needing it. The companies want to have safe qualified drivers for their fleet.

With the cooperation of Southeastern Community College, a driver evaluation program was implemented for an Eastern Iowa company to improve the overall safety of their drivers through training. Assistance with Driver Qualification files and safety procedures is ongoing to maintain compliance with the DOT rules.

### **Iowa Central Community College Storm Lake Center & Storm Lake Community School's Community Education Division**

1. Iowa Central Community College is a "Partner in Excellence" with the entire Storm Lake Middle School seventh grade. Activities held over the years have included a Career Fair held by Iowa Central administration and staff, a field trip to the Fort Dodge campus to see the fall 2004 play production, and a campus career program tour. The Iowa Central Fort Dodge Center Jazz Band came to Storm Lake and presented a winter concert in February. The Iowa Central Encore Singers came to Storm Lake in April of 2004 for a spring concert. In the fall of 2004, the Iowa Central Storm Lake Center staff and education majors conducted a carnival for the middle school students.
2. The two organizations have collaborated on short courses and workshops including senior citizen courses, computer courses, sailing courses, and health and recreational classes.
3. The organizations collaborate on middle school and elementary after school supplemental and enrichment programs.
4. Iowa Central Storm Lake Center staff serves on the Storm Lake Community School's Education Advisory Board, Adult & Youth Programming Committee, Citizens Advisory Committee, and Elementary and Middle School After School Program Advisory Committees.



## **Iowa Central & Tyson Foods**

Iowa Central collaborates with the Tyson pork production facility in:

1. Presenting community college services ranging from English as a Second Language (ESL), General Education Development (GED), college credit and Community Education opportunities at Friday afternoon Tyson new employee orientation session and quarterly in the Tyson cafeteria between work shifts.
2. Iowa Central coordinated the purchase of a computer interactive CD-Rom Industrial Maintenance computer-training lab, which is housed at the Tyson Foods plant. The lab was purchased through the Iowa New Jobs Training Act.

## **The Iowa Central Community College Storm Lake Center League of School's Consortium**

For many years the Iowa Central Community College Storm Lake Center has collaborated with seven area high schools in the delivery of both applied science and liberal arts college credit programming. This consortium has also allocated Carl Perkins funding to enhance these programs. This funding has had a significant impact on consortium career and technical offerings. Over the last 13 years, the consortium has focused Carl Perkins funding on enhancing the following programs:

- Building Trades, Electrical Systems, and Office Education held at Alta.
- Auto Body and Certified Nurse Aide held at Newell Fonda.
- CISCO Computer Networking, Cosmetology, Engine Mechanics, Child Development, Marketing, Health Occupations, and Graphic Arts held at Storm Lake.
- Manufacturing Technology held at Sioux Central.

New shared programs for fall 2004 will include a Para Educator program and an intensive English as a Second Language (ESL) program. The Iowa Central Storm Lake Center Director presents numerous consortium informational sessions to students, parents, teachers, and administrators about the consortium opportunities. A PowerPoint presentation shows students enrolled in nontraditional programs, careers, and the wage earning potentials. The presentation is given at assemblies, small group sessions, at freshman student/parent orientation nights, and in classrooms at all consortium schools. The presentation content is about program content and is multicultural and non-sexist. Career Pathways brochures were also developed outlining the sequence and scope of the courses and the importance of integrating academic and technical skills in all career and technical programs. Iowa Central also conducts ongoing meetings with LEA counselors to ensure that any segregation is by student choice rather than by scheduling problems, policies or practices. All of the programs are accessible to all participating school district students due to block scheduling and coordinated transportation efforts.



### **Iowa Central Community College & the Storm Lake Gingerbread House**

The Iowa Central Community College Storm Lake Center collaborates with the Storm Lake Area Child Care Center known as the Gingerbread House. Educational opportunities are offered in the following areas: before and after school programming, continuing education credits for child care workers, and an early childhood development program. The Gingerbread House is the observation site. More than 250 children from infant to lower elementary age, receive care daily at the Gingerbread House.

### **Iowa Valley Community College District (IVCCD)**

Iowa Valley Community College District has provided incentives including 28E agreements and block scheduling for career academies to expand partnerships with local K-12 schools throughout its service area. Current analysis of the 28E contracts concentrates on making the agreements more cost effective for local school districts as state supplemental funding has not been increased.

District representatives have also met with members of Iowa State University, the University of Iowa, the University of Northern Iowa, and private colleges to find new ways to meet student-programming needs in pre-professional and developmental areas.

### **Hawkeye Community College (HCC)**

- The college completed its first year of operation at a college site in the city of Independence to serve residents of Buchanan County and other surrounding communities. The college performed extensive remodeling of the facility and shares public spaces in the building with the Independence Chamber of Commerce, Buchanan County Economic Development Commission, and Iowa Workforce Development. An agreement has recently been reached whereby Independence High School will be holding its alternative high school and home school programs at Hawkeye's Independence Center.
- Developed K-12 partnerships with area school districts in areas of contracted courses and Cisco computer training.
- In the academic year 2004, 62 contracted courses were offered in local high schools or college sites. These course offerings provided expanded educational opportunities for 917 high school students. Courses are taught by college faculty or by qualified high school district faculty to best serve the needs of the local school district.
- The college has a continued commitment to the Cedar Valley Library Consortium partnership with University of Northern Iowa, Cedar Falls Public Library, Waterloo Public Library, and Allen College to share library technology. This has resulted in an integrated library system that serves all five libraries at a greatly reduced cost, including the cost of personnel. This partnership enhances the availability of library resources to both on campus and distance education students.
- Hawkeye Community College Library entered into an agreement with the State Library of Iowa to reduce cost and to expand the breadth and depth of on-line resources available to its students.



- Hawkeye Community College Library expanded web access to its licensed on-line resources through a proxy server that verifies current enrollment in college courses. On-line access is available to all registered students, including high school students who are taking contracted courses.
- The EMC2 (Exploring Manufacturing Careers Consortium) partnership with local school districts, local manufacturers, and the University of Northern Iowa has allowed Hawkeye Community College to bring advanced manufacturing education into the schools. The program has been in operation since June of 2000. High school age students experience real life training with area manufacturers. The partnership with the schools allows high school student to complete the first year of their community college technical program prior to high school graduation. After high school they only have one year of technical training remaining before graduating from the college. The Exploring Manufacturing Careers Consortium (EMC<sup>2</sup>) membership includes the following manufacturing businesses:
  - John Deere Waterloo Operations.
  - GMT Corporation.
  - Schumacher Elevator.
  - Viking Pump Co.
  - Iowa Metal Spinners.
  - DC Industries.
  - Quality Craft Inc.
  - Hawkeye Mold & Tool Inc.

Fifteen students of the EMC2 program graduated from Hawkeye Community College in May 2004. From three graduating classes since 2002:

- three students have entered the military.
- three are full-time UNI students.
- 11 are UNI students and employed part-time in their field of study.
- 26 are employed full-time in their field of study.

Thirteen students will complete their second summer internship in July. Twenty-six new students will enter the program. Program faculty is from John Deere Waterloo Works, Hawkeye Community College, and the University of Northern Iowa.

- HCC Agriculture Department. is one of the 18 partners in the National Science Foundation (NSF) grant with Kirkwood Community College. This project “*AgrowKnowledge, The National Center for Agriscience and Technology Education*” will improve the math, science, and technical competencies of agriculture technology graduates across the nation who are preparing for careers that support the most efficient and sustainable food and fiber production in the world.



- The Exploring Healthcare Careers Consortium (EHC<sup>2</sup>) is completing the first year of the pilot program. The purpose of EHC<sup>2</sup> as an education/health care/community collaboration is to develop a plan/program to provide and enhance health career educational opportunities for the area young people. Collaborating agencies include Allen Hospital, Bartels Lutheran Retirement Community, Covenant Health Systems, Sartori Hospital, Waverly Medical Center, Allen College, Hawkeye Community College, Waterloo Community Schools, University of Northern Iowa and outlying schools in the rural communities, Iowa Workforce Development and Cedar Valley Economic Development. Seven students will be attending Hawkeye Community College in the fall and one student will attend Allen College. Students have the potential to earn a semester of college credit. Thirteen new students begin their first summer internship in May 2004.
- The college's ABE/GED/ESL classes are marketed twice yearly through the school districts in Area 7.
- Hawkeye Community College and Waterloo Schools are developing a program that begins in the fall of FY04 to expand the opportunities for Waterloo High School students to earn high school credits from their high schools through Hawkeye's Metro Center.

### **Eastern Iowa Community College District (EICCD)**

A key factor of EICCD's success is the development and maintenance of partnerships with other institutions and agencies to further enhance its ability to serve students and stakeholders. These relationships include: 1) the 29 high schools in the district; 2) Iowa Regent universities and other four-year institutions which involves articulation agreements for transfer students; 3) other community colleges, with which we have reciprocal agreements to eliminate duplication of programs to provide students with additional program opportunities, often at in-state tuition rates; and 4) international organizations such as the Community College International Consortium and the American Council on International and Intercultural Education to provide students and faculty with opportunities for study abroad. Access is measured and monitored through credit and noncredit enrollment.

During yearly meetings with district high school superintendents and counselors, the district has shared information about the high school's students entering assessment performance and student achievement at EICCD. At Clinton Community College, an annual Career Day is held for area high school students so that community businesses and professional people can share information about career options. Throughout the year, individual career and technical programs held career nights for prospective students. The area education agency hosted several meetings and EICCD department coordinators participated in the meetings to foster closer relationships between community college and college programs and staff. Additionally, college faculty has met with area high school instructors to improve and increase the number of articulated courses. EICCD has increased the number of dual enrolled courses in both the career and technical and arts and science areas.



### **Kirkwood Community College (KCC)**

- An H1B Department of Labor grant has provided \$728,000 to support the development, faculty training, and implementation of the new Information Systems Management Career Edge Academy at over 15 area high schools and serving over 450 students.
- Rockwell Collins is providing \$300,000 over five years to support the Career Edge Academy programs in Engineering Technology and Computer Programming. Funds are helping to underwrite a half-time electronics faculty, support program development, and provide scholarships to academy students continuing their education at Kirkwood in a high demand, technology-related career program.
- Federal funding through the Carl Perkins Tech Prep program has enabled Kirkwood faculty to provide professional development to high school career and technical faculty at no cost to their local district.
- Kirkwood continues to foster the Information Technology (IT) Academies with area high schools. Twenty-four high school teachers came to campus during the summer for intensive IT training. Faculty and staff also visited local high schools. Forty-five scholarships for \$1,000.00 each were awarded to area high school seniors planning to attend Kirkwood in an IT-related major.
- Kirkwood partnered with Box Hill Institute (Australia) and Southern Alberta Institute of Technology (Canada) to explore global opportunities for students, faculty, and staff among the three schools.
- Students in Free Enterprise (SIFE) students conducted workshops with local middle school students on entrepreneurship.
- The Surgical Technology Consortium has added Hawkeye Community College to its partnership.

### **Des Moines Area Community College (DMACC)**

Partnerships – Lean grant (Department of Labor) coordinated a statewide partnership with 14 community colleges and the Iowa Manufacturing Partnership to provide quality (Lean) initiatives in 68 companies and trained in excess of 6000 employees from July 2001 through July 2004.

Partnered with five other community colleges to provide quality training using state funds. DMACC Business Resources (DBR) is also involved in other initiatives in quality training for service companies and health care.



Career Academies consist of consortium of schools, colleges, and businesses partnering together to formulate equitable opportunities for high school and college students from districts of every size in the consortium. The main focus of these programs is to offer opportunities in career and technical areas that are not available otherwise. Classes in the arts and sciences also provide additional opportunities for students. These programs exist in regional centers where staff and facilities are available that have connectivity to business and industry and where students can be pooled together to create effective programming. Numerous school districts are beginning to experience the very difficult task of providing quality programming that is current in the technical fields and meets the needs of their often-unpredictable enrollments in this programming. Partnerships among all of the institutions become imperative to ensure the most effective programming and the procurement of resources to build, operate, and grow these programs.

It is for these reasons that partnering with the existing resources and seeking any additional resources is the most important component for these Regional Career Academies to exist and operate to the benefit of all. It seems that revenue associated with the regional academy concept, Tech Prep initiative, School-to-Career, IDED, Perkins, alternative school programming, ICN, ACE programming, sales tax initiatives, and infrastructure funds from all of the partners play an important role in the success of these academies. DMACC's purpose is to provide numerous opportunities to serve populations of students in an efficient and effective manner that none can currently serve on our own. These programs are crucial to the economy and for student development. Relevant programming together with career opportunities motivates students and produces a highly skilled workforce!

DMACC is currently working to provide this type of opportunity with in the nine consortium areas within Area 11. They are at different levels of progress and DMACC is considering starting new ones where deemed necessary. The programming encompasses numerous educational offerings from diesel technology, information technology, health technologies, automotive technologies, and academic offerings.

DMACC received a \$250,000 federal grant to establish a career technology center where high school students and community college students will be provided career technology programs and services.

The Iowa Community College Ag Alliance consists of the 14 colleges that offer a variety of agricultural offerings throughout the state. The alliance was formed in 2002 to serve as an advocate to acquire and deliver education, training, and facilitate the sharing of "best practices in a united and seamless manner" for agricultural education programs at the community college level.

The Ag Alliance of which the DMACC Agriculture and Natural Resources programs are affiliated is currently working on developing a common course numbering system to help with transferability and articulation from the secondary level and to the university level.

Efforts are continuing to develop statewide marketing strategies for partnering with business and industry related trade shows.



ICN classes at high schools and distance learning classes are also being offered to high school students whenever possible to bridge the gap existent in some districts and to allow for these students to experience opportunities not otherwise available.

### **Western Iowa Tech Community College (WITCC)**

Western Iowa Tech Community College funds Microsoft Office software upgrades in return for WITCC access to K-12 computer labs during evenings and weekends.

### **Iowa Western Community College (IWCC)**

Partnerships are vital to Iowa Western Community College's ability to support its academic mission. Multiple collaborative arrangements exist with other community colleges, educational entities, and K-12 districts. The Iowa Community College On-line Consortium (ICCOC) between seven Iowa community colleges renewed its agreement for distance learning through 2007. Iowa Western Community College hosted the ICCOC Spring Conference to provide on-going training to faculty and staff.

Buena Vista University has maintained an on-campus center to provide baccalaureate degree completion programs in business, education and criminal justice.

The college actively collaborated with high schools to expand or enhance programs. AEA 13, Metro and Tech Prep consortiums linked with the community college, high schools, and the area education agency (AEA) in several endeavors. Career and technical instructors in the Perkins Consortium have been able to enroll in classes jointly sponsored by IWCC and the AEA to earn graduate or re-certification credit. Honors Early Start college credit programs, the Quad Academy, with four area high schools and 5-in-4 programs have expanded quality college level programs to area high school students. Student Services staff visited Western Iowa Tech Community College and Metro Community College and dialogued with their peers. Concerns and ideas were shared.

Iowa Western Community College completed a National Science Foundation (NSF)/Advanced Technological Education (ATE) grant entitled "Design for Manufacturability" arrangement with Iowa State University and Southeast Technical Institute. IWCC has also partnered with the Association for Information Management (AIM) Institute and 10 community colleges from Iowa, South Dakota, North Dakota, and Nebraska in the Working Connections Technology grant. The goal has been to expand training and expertise through collaboration and technology.



## **Southwestern Community College (SWCC)**

### **Iowa Community College On-line Consortium (ICCOC)**

Southwestern Community College has partnered with six other Iowa community colleges to form the ICCOC. The consortium offers all of the courses necessary to meet requirements for an Associate of Arts degree and has earned accreditation from the NCA Higher Learning Commission. Several thousand students now take advantage of this method of course delivery each year.

### **Bellevue University, Buena Vista University, Graceland University**

Area 14 students have access to a number of bachelor's degree programs at Southwestern's Creston and Red Oak campuses, offered by two private universities. Evening courses offered in Creston at the main campus and the SWCC Red Oak Center provide students a direct transition from Southwestern's evening program to courses from Buena Vista University or Bellevue University.

### **Red Oak Technology Center**

Through partnerships with the Red Oak Industrial Foundation, Red Oak Community School District, Bellevue University, Buena Vista University, and Southwestern Community College, a one-stop educational center is available to all Red Oak area students. A variety of secondary, community college, and baccalaureate programs are offered in one building.

### **28E Agreements and Tech Prep**

Southwestern Community College works annually to accommodate the educational needs of area high schools. Meetings are held in the fall of each year with counselors and administrators to determine which tech prep programs and arts and sciences classes can be offered.

Fifteen area school districts will participate in Tech Prep/Career Academy programs next year. Two new Carpentry and Business Systems Networking programs were developed this past year for the Clarke Community School District and surrounding area. Southwestern Community College now offers Tech Prep programs at all three campus centers. Programs Southwestern will make available include Business Systems Networking, Automotive Mechanics Technology, Health Careers, Carpentry, and Building Trades.

## **Indian Hills Community College (IHCC)**

There was a growth of high school college study programs both in number of students and number of schools served.

Increased level of communication with area high school superintendents, principals, and counselors to provide information on available course and program opportunities for high school students, and provide interested high schools with support for facilitating new partnerships.



The Technical Division continues to expand the number of students served at the high school level by providing additional course offerings in locations that best serve students. The goal is to provide a variety of courses and programs.

**Partnerships:**

- Annual Transition Fair to transition students with disabilities from high school into career and technical programs co-sponsored by IHCC, AEA and Vocational Rehabilitation.
- Bi-annual Nontraditional Career Fair: A career exploration activity encouraging enrollment in nontraditional training and placement in nontraditional jobs.
- Alternative Learning Program: Local school districts place students in the community college for General Education Development (GED) completion. All students are provided with career awareness, information on IHCC programs and are referred to the Educational Opportunity Center for assistance with completing college and financial aid applications.
- High School Completion courses – IHCC offers courses to students enrolled in K-12's who are credits short for graduation.

A half-day college credit program (Career Academy) was offered at the Centerville High School in FY04. This program includes a two-year sequence of courses. Students satisfactorily completing all courses in this program will have 26 of the 47 semester hours of credit required for graduation from the Practical Nursing Programs at Indian Hills Community College and 30 of the 86 semester hours of credit required for graduation from the Associate Degree Nursing Program. Twelve students completed the first year of this program in May 2004. This program is being marketed to school districts in close proximity to Centerville High School.

**Southeastern Community College (SCC)**

Southeastern Community College continues to work with Carl Sandburg College to provide access for Iowa students to enroll in various academic programs not offered at SCC, but to have access to these at the Carl Sandburg College in-state rate.

Several meetings were held with representatives from Keokuk Community School District to explore the offering of college credit classes in the high school. As a result, courses in the health area, including Certified Nursing Assistant (CNA) training and Welding, has been approved for implementation in the fall of 2004. Efforts to develop additional offerings in the Keokuk area are underway.

The college is continuing efforts to offer opportunities for continued study beyond the two-year level on the West Burlington campus. Partnerships with four year colleges include:



- Bachelor's degree with Iowa Wesleyan College.
- Masters in Business Administration (MBA) program in cooperation with Ambrose College.
- Bachelor of Science or Bachelor of Science in Applied Science degrees at Hannibal-LaGrange College (courses offered at both the Keokuk and West Burlington campuses).

SCC continues to be an active partner in the Iowa Community College On-line Consortium (ICCOC). In total, seven of Iowa's community colleges work together to offer on-line coursework that enables students at each of our schools to earn their Associates degrees. From its beginning, during the summer semester of 2000 when seven course sections were offered, the ICCOC has grown to its current level where over 125 courses are offered each semester with approximately 1500 nonduplicated students being served (total enrollments surpass 13,000).

School-to-Career (STC) partnerships have been developed at the regional level with K-12s, postsecondary institutions, AEA, business/industry/labor, workforce and economic development entities, service agencies, and governmental agencies. The regional partnership promotes connections between educators and employers in the region and oversees the regional Tech Prep grant.

An on-line Resource Guide ([www.secc.cc.ia.us](http://www.secc.cc.ia.us)) has been updated and maintained, featuring over 250 businesses. The guide helps students and educators make connections with businesses through the listing of opportunities for work-based learning experiences.

Expanded and updated articulation 4+2 drawing boards and dual credit and Career Academy efforts between high schools and postsecondary institutions to create seamless transitions for students from high school into postsecondary education.

SCC has sponsored meetings between area high school instructors, counselors, and instructors at SCC and Iowa Wesleyan in the areas of Office Technology and Information Technology, Industrial Technology, and Agriculture.

SCC has worked with area high school business teachers to establish the first-ever in the state regional advisory committee for secondary business education programs.

A matrix has been developed for career faculty and area business partners to provide guidance to potential SCC students. All six career pathways and recommended high school courses are highlighted, along with necessary and recommended employability skills.

Information regarding School-to-Career opportunities was added to SCC's website, highlighting partnerships and efforts to connect K-12's and SCC.



Over the last eight summers, the college has provided “Teacher in the Workplace” in-service opportunities, matching over 200 educators and business partners for a week of job shadowing. Results include the development of relationships and the integration of “real world” concepts into classroom curriculum.

Offered a careers exploration series entitled “Happy Trails: Exploring Career Pathways” targeted to 120 educators over the past five years. The six-part series highlights each of the career pathways and features postsecondary schools, Iowa Workforce Development, and business “experts” as sources of information to help educators address academic and technical skills, employability skills, and career guidance and development issues.

Offered “Lean Manufacturing” in-service, which took teachers through a simulation to allow them to practice the concept of Lean Manufacturing. The workshops provided opportunities for participants to practice the principles of Lean Manufacturing as they apply to an education environment.

Developed plans for a fifth Employer/Educator Summit in June 2004. The event provides an opportunity for educators and employers to network and share successes. Ninety participants from education and industry are expected to attend this event.

Held the second regional School Banker’s Conference with 140 youth involved in school banks, teacher/sponsors and participating bank partners.

School-to-Career staff continues to be active in district activities that bring businesses together with high school and college faculty. These include:

- Local and county career fairs.
- Project CAPE (8<sup>th</sup> Grade Career Fair).
- 5<sup>th</sup> Grade Career Fair.
- Careers on Wheels.
- Ethical Decision Making Events.
- Employability Skills Seminars.
- County Career Consortium Activities.
- Marketing efforts across the region, including the annual School-to-Career tabloid which is printed yearly, highlighting community education and business partnerships.
- Local School-to-Career Committee works within individual districts.

The Workforce Center provides career exploration sessions at area schools.







Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative D: Partner, as requested, with K-12 districts that provides alternative high school education as a means of providing greater opportunities for students.

## **Department of Education Response**

### **Partnerships**

- Ag Alliance - The Department of Education is cooperating with this partnership among community colleges to create a common curriculum, increase student awareness of agricultural careers, and allow students to move seamlessly from one community college to another. Ag Alliance continues to be very active with assistance with marketing the postsecondary agricultural programs at major trade shows and with related materials.
- Alternative Programs - Two hundred seventy-five local school districts applied for and were approved for over 64 million dollars in increased allowable growth to provide alternative schools and dropout prevention programs. The linkage between local schools and community colleges to serve dropouts and potential dropouts was promoted throughout the process of application and approval. Nine community colleges are now linking with local districts to provide alternative programs utilizing funds generated under this process.
- Iowa Comprehensive Counseling and Guidance – The Iowa Center for Career and Occupational Resources (ICCOR) through its statewide career information delivery system, Iowa Choices, is supportive of the development of partnerships between local community colleges, other educational entities, and K-12 districts by providing information on suggested courses for grades 9-12 and the first two postsecondary years by Iowa Career Pathway and the 16 USDE Career Clusters. Iowa Choices also connects student occupational/career goals with postsecondary opportunities through connecting these goals with programs/majors offered at Iowa institutions.

ICCOR staff provides liaison to and staff support for the Iowa Comprehensive Counseling and Guidance Program Development Group, which includes professionals from K-12, AEA, community colleges, public and private colleges and universities. A community college work group presented the community college guide at an Iowa Community College Student Services Association professional development workshop for counselors. This was funded by a Perkins leadership grant.



- **Industry Partnerships** - The Iowa Department of Education is fostering partnerships with business and industry through statewide trade association and labor unions. Partnerships will be used to involve business and industry in the career and technical programs throughout the system. Business and industry have become increasingly involved in statewide automotive technology initiatives and SkillsUSA.

Business and industry partnerships have resulted in sponsorship for FBLA/PBL and BPA competitive events. In addition, a banking institution has partnered with the Iowa Department of Education in planning for training involving financial literacy initiations. Financial literacy was identified as a major emphasis for training for the upcoming year for instructors' use in the classroom.

- **Iowa Industrial Tech Expo** - The Department of Education has partnered with the Southeast Polk Rotary Club, the Rotary Club of Iowa and a local school district to offer Iowa Industrial Technology Expo. The Expo highlights the achievement of over 900 student entries from students across the state of Iowa. The local Rotary Club and the school district provide all of the coordination, judges, and facilities for this state-wide event and the state Rotary Club encourages there local organizations to partner with their local school and assist the schools with logistical support as well as the financial support needed to allow these opportunities for Iowa students. This event provides an opportunity for community colleges to reach students who are interested in technical fields.

### **System-Wide Responses Contributed by Community College Liaison Groups**

#### **Chief Academic Officers**

The Chief Academic Officers discussed career academies, how to develop partnerships with high schools, and maintain community college academic standards.

### **Community College Responses**

#### **Northeast Iowa Community College (NICC)**

##### **Activities:**

- **Alternative High Schools** - NICC contracts to operate four alternative high schools for 13 area high schools. The alternative high schools are located in western Dubuque, Clamar, Clayton County, and Oelwein.
- **Kuder Career Inventory** - NICC has licensed and provides, at no charge, the Kuder Career Inventory and Internet-based technology to each of the 68 public and private schools in the NICC district with grades 7-12.
- **Tech Prep** - NICC and the area education agency have a partnership to deliver Tech Prep services.
- **Regional Planning Council** - NICC serves on the Regional Planning Council for Area 1, which plans Tech Prep and School-to-Work activities.



- **Program Alternatives in Vocational Education (PAVE)** - This is a program at NICC that is a secondary special education program for selected students. Students attending PAVE have the opportunity to participate in NICC courses and explore vocational programs.

### **North Iowa Area Community College (NIACC)**

- **High School Credit** - The Student Learning Center offers 17 high school credit classes in a guided study format at the Mason City campus. By May 5, 2004, thirty-three students had completed a total of 39 high school classes and transferred the credit to their local high schools to apply toward the local high school graduation requirements.
- **Alternative High Schools** - In prior years, the college has been involved with joint administration of alternative high school programs. These were discontinued due to modifications in funding from the state.

### **Iowa Lakes Community College (ILCC)**

#### **High School Partnerships: Alternative High Schools –**

- Provided area residents with five alternative high schools.
- Investigated additional methods of retaining students to high school graduation.
- Improved methods of recruiting dropouts back into the classroom.
- Revitalized advisory committees to ensure more active roles in assisting the alternative high schools to be successful in serving students.

### **Northwest Iowa Community College (NCC)**

- **Secondary Programs by AEA 4 at Northwest Iowa Community College (SPAN)** - This program addresses the need of select secondary special education students desiring to complete a training program to increase their employability. A full time instructor from AEA 4 is housed on the college campus and works daily with the students in this program. On an average, approximately 12 students are served annually.
- **Northwest Iowa Alternative High School Programming** - NCC operates the Northwest Iowa Alternative High School program, which is the only comprehensive alternative high school program in existence in northwest Iowa. Students have the option of attending on the college campus or at a satellite site in Ireton, Iowa. An advisory committee, which includes representation from every local education agency (LEA), meets twice per year to review activities of the alternative high school and make suggestions for improvement. This past year, students from 12 districts attended the Northwest Iowa Alternative High School program. Enrollment consisted of 37 seniors, 17 juniors, nine sophomores and three freshmen. Sixteen students graduated as a result of work they completed while attending this program. A summer session is also providing an additional opportunity for these students to catch up on their required work.



- **Regional Planning Council** - NCC coordinates the Regional Planning Council for Area 4 to plan Tech Prep activities.
- **NCC Learning Center** - The NCC Learning Center offers high school credit classes in an independent study format at the NCC campus. Students, who may have been unsuccessful in completing a course in their home high school or have scheduling conflicts, take these classes and transfer the credit to their local school to apply toward their graduation requirements.

### **Iowa Central Community College (ICCC)**

The Student Success Center (SSC) offers 51 high school credit classes all year long in a guided self-study format at its Storm Lake and Fort Dodge centers. These classes are taken by students who are behind in their coursework or who want to move ahead. Area high school students take these classes for credit transfer to their local schools or to earn an Iowa Central adult high school diploma. These classes are also taken as enrichment for students who feel they need better preparation for college or a career than the academic/vocational backgrounds they already have.

Iowa Central's goal is to support area K-12 districts alternative schools with curriculum, facilities, and staff. Iowa Central Community College employs the alternative education instructor for the Webster City Community Schools alternative education program. The college also rents classrooms to Eagle Grove Community Schools and Webster City Schools. Over the past five years, Iowa Central has provided Student Success Center curriculum to alternative programs in Eagle Grove, Jefferson Scranton, Manson Northwest Webster, Sac, Sioux Central, Southeast Webster, Wall Lake View Auburn, and Webster City Schools. In 2003-2004, the college provided curriculum to the Humboldt Community School District for its school-within-a-school.

The SSC offers academic assistance to all Iowa Central high school and college students who need help outside of the regular classroom. These services include tutorial assistance, the creation of study groups, study skills and time management information, computer assistance, career information, and special needs accommodations. The SSC also offers the following tests: Computerized Adaptive Placement Assessment Support System (COMPASS)/Assessment of Skills for Successful Entry and Transfer (ASSET) as initial assessment for entering students, General Education Development (GED), College Level Exam Program (CLEP), emergency medical services (EMS), NCIC (dispatcher testing), guided self-study, Internet correspondence, PRAXIS, and dental assistant/dental certification testing. Finally, the SSC works with development education in overseeing the assessment of entering students to see if they need developmental work, and actually offers one of the developmental courses: Language of Math. The staff also post-tests the students in these developmental courses, keeping records on test improvement, final grades in these courses, and instructor recommendations as to what courses these students should take next. These students are then tracked by an admission representative to assure they are in the correct courses. All these services are an attempt to facilitate the educational experiences of Iowa Central students and to aid in retention of these students.



### **Iowa Valley Community College District (IVCCD)**

Iowa Valley Community College District's goal is to continue to serve this population of high school age students in partnership with area high schools. Due to severe budget constraints on the part of the high schools and the decreased state aid weighting for alternative school partnerships, IVCCD will be exploring ways to increase services for General Education Development (GED) preparation and testing for this audience. This past year, there were 54 graduates from the three IVCCD alternative high schools. This represents 54 individuals who would have dropped out of high school and possibly never received a high school diploma. Many of these students have now enrolled in some type of postsecondary education.

### **Hawkeye Community College (HCC)**

- Hawkeye Community College provides alternative high school education in Grundy Center, Independence, and Sumner.
- A Hawkeye adult high school diploma is available through Hawkeye Community College. High school students can take a full range of high school courses in the areas of social studies, math science and English at the college's Metro Center.

### **Eastern Iowa Community College District (EICCD)**

All three colleges maintain an alternative high school program with local high schools to serve these students needs. Students receive diplomas issued from the local high schools. The programs are ongoing and enrollment and success rates are monitored. During the past year, some of the career and technical program classes were made available to the Clinton Alternative High School students.

### **Kirkwood Community College (KCC)**

- Kirkwood continues to collaborate with K-12 districts through four alternative high school programs. Each program has been designed to meet local district needs, to award the local district's high school diploma, meet the federal requirements of No Child Left Behind, and to emphasize academic, career, and personal development. These programs include:
  1. New Directions – Cedar County.
  2. Echo – Clear Creek-Amana.
  3. ASSURE – Washington.
  4. Jones County Alternative Program – Jones County.
- A new alternative high school program will be implemented in partnership with the Center Point-Urbana School District during the 2004-05 school year.



- To keep students in high school, Success Centers have been established in partnership with English Valleys and West Branch High Schools. Success Centers allow student to recover high school credits through Kirkwood and transfer them back towards their local high school diploma.
- The Clear Creek-Amana School District dedicated the new \$600,000 Echo High School facility to serve students in this alternative program.
- A new high school academy program in Horticulture was developed targeted at urban high school students in the Cedar Rapids area.
- Kirkwood has added four additional high school Health Science Academy sites in the past year at Marion, Solon, Lone Tree, and an additional site at Benton.
- Kirkwood is in the process of planning four new high school Health Science Academy sites for this fall.
- Kirkwood is planning to add a new Business Health Academy for the 2005-2006 school year.
- Kirkwood's high school Health Science Academy is participating with the Community College Research Center at Columbia University in a study they are conducting for the U.S. Department of Education Office of Vocational and Adult Education (OVAE). The study is on career-oriented programs that are conducting comprehensive and innovative activities intended to smooth the secondary to postsecondary transition.
- Kirkwood has continued the development of Career Academies that articulate with programs in the Industrial Technologies Department. New this year is Automotive Technology Academies at Prairie, Kennedy, and Tipton High Schools. Associate of Applied Science (AAS) degree programs in Industrial Technologies then articulate seamlessly with the University of Northern Iowa's BA in Technology Management.
- Planning has taken place for a new Career Academy called the Education and Human Services Career Academy. It will be held at Metro High School in Cedar Rapids, with students from other area high schools commuting to Metro. The Academy was designed based upon requests from the high schools for liberal arts-oriented Career Academy choices for their students. It will pilot this fall.

### **Des Moines Area Community College (DMACC)**

The high school English as a Second Language program partners with three school districts to provide educational opportunities for ESLYAR (English as a Second Language/Youth at Risk) learners. The program has added an ESL instructor in the Learning Center at the Success Center to help meet these students' needs. Two educational advisors have been hired to enroll, track, advise, and counsel these students as well as work with the home schools districts. Transitional services are also provided to these students through an exit interview using the Kuder's Career Planning System. The ESLYAR Club has been established to provide a sense of belonging and enjoyment for students who may miss out on these opportunities when out of the traditional high school setting.



DMACC continues to partner with numerous school districts to provide educational opportunities for students who are in the Youth At Risk Consortium. The college serves 45 different districts at approximately 10 different sites within the area. After completion of the programming, students often continue in the DMACC degree programming to continue their education. These students are provided support during their educational experience and are exposed to numerous opportunities to allow them to experience relevant curriculum. The majority of students that DMACC serves on-campus are enrolled in the credit recovery program. This program has comprehensive coursework so the students may articulate the credit back to their home high school.

#### DMACC/SCAVO Alternative School Partnership:

SCAVO students were assigned as an intern in a local business and enrolled in a DMACC COOP class with tuition paid by the local business partner. The students received not only the work experience but college credit.

#### Western Iowa Tech Community College (WITCC)

In the fall of 2004, Western Iowa Tech will launch a Building Maintenance program for students coming to the college with an Individual Education Plan (IEP). This is a diploma program that has a competency-based curriculum and will accept 15 students. The college's Disabilities Services coordinator is promoting the program through the area education agency (AEA).

Meetings took place between the college and area high schools to develop **Career Academies** emphasizing manufacturing and information systems technology.

#### Iowa Western Community College (IWCC)

Iowa Western Community College has offered alternative education service to 12 school districts in southwest Iowa in support of their alternative programs. The college also provided other support services including staffing and payroll, staff development, student development, purchasing, and facilities.

#### Southwestern Community College (SWCC)

##### Alternative High School Education

Southwestern Community College does not currently administer alternative high school education for any Area 14 school districts. However, the college staff does work with Clarke Community School District to provide an ongoing lease agreement for usage of community college facilities to house their alternative school.

In addition, community college staff has developed a campus visit day tailored for students who have chosen an alternative high school education. Workshops and speakers are made available to answer students' questions about program availability, application and admissions procedures, and financial aid.



### **Indian Hills Community College (IHCC)**

Growth of high school college study program both in number of students and number of schools served.

### **Southeastern Community College (SCC)**

In 2003, the college relocated its Ft. Madison Center into a college-owned facility. This enabled the college to enter into a partnership with Ft. Madison Community School District allowing the districts' alternative school to occupy 50 percent of this new facility. This partnership continues to provide alternative high school students with greater access to basic skills instruction and technology provided by SCC.



Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative E: Expand programs to meet the needs of Iowans for developmental, job training and retraining, and mandatory adult and community education in order to prepare them for success in education, the workplace, and the community.

## **Department of Education Response**

### **Workforce and Economic Development**

- DECA Conference - The Department of Education in conjunction with Iowa DECA received the bid to host the Central Region Leadership Conference in November 2005. This conference will host 3500 students' from 13 midwest states, which will create over one million dollars of economic impact to the State of Iowa.
- Allowable Growth - Two hundred seventy-five local school districts applied for and were approved for over 64 million dollars in increased allowable growth to provide alternative schools and dropout prevention programs. The linkage between local schools and community colleges to serve dropouts and potential dropouts was promoted throughout the process of application and approval. Nine community colleges are now linking with local districts to provide alternative programs utilizing funds generated under this process.
- National Crosswalk Service Center - The National Crosswalk Service Center is working with a number of national partners on infrastructure data. Information on licensing agencies and occupations that require licenses is collected by the National Crosswalk Service Center for the nation. This information is available at: [http://www.acinet.org/acinet/lois\\_agency.asp?stfips=19&by=state&x=40&y=16](http://www.acinet.org/acinet/lois_agency.asp?stfips=19&by=state&x=40&y=16)
- Detailed Work Activities - The National Crosswalk Service Center provided support and staffing for a project, Detailed Work Activities, that details common work activities required across occupations. This product is now being used in a number of products that are available anywhere there is Internet access. The product is also used in a number of products that are still being developed. More information on the Detailed Work Activities project and products are available at: <http://www.xwalkcenter.org/dwa1/index.html>  
<http://www.onetcenter.org/supplemental.html>
- Correctional Facilities - Four adult correctional facilities utilized the Iowa Choices software to assist inmates set realistic goals and help transition after release. One on-site training was conducted at the Clarinda Correctional Facility for staff and inmate assistants.



- **Workforce and Economic Development Report** - Workforce and Economic Development training and retraining programs were delivered by Iowa community colleges and monitored by the Iowa Department of Economic Development. Local community college data are reported to the Iowa Department of Education in four separate areas. The areas include Iowa Industrial New Jobs Training programs (260E), Iowa Jobs Training programs (260F), Accelerated Career Education-ACE (260G), and Apprenticeship programs. Data are compiled into state level reports and are available in the Condition of Iowa Community Colleges 2003 and can be found at the web-site <http://www.state.ia.us/educate/ccwp/cc/reports.html>.
- **Targeted Industries** - Targeted industries programs are industry clusters identified by the Governor of Iowa that provide quality jobs and wages for Iowa workers through growth of Iowa's economy. Three clusters include: 1) Life Sciences, applying a range of technological disciplines to develop food, pharmaceutical, microbial and chemical products and processes, and medical devices to improve human and animal health, nutrition, the environment and quality of life; 2) Information Solutions, including software development, insurance and financial services, and telecommunications services; and 3) Advanced Manufacturing, focusing on development of manufacturing systems and procedures that utilize the latest technology and highly skilled workforce. Local community college data are reported to the Iowa Department of Education. State level reports are available in the Condition of Iowa Community Colleges Report 2003.
- **Mandatory Education** - The Iowa Department of Education provides coordination and facilitation in the delivery of educational programs such as Driving Under the Influence, Mine Safety Training, Moped and Motorcycle Safety, and Children in the Middle. The Iowa Department of Education also serves as a clearinghouse for Driving Under the Influence (DUI) program curriculum selection, group materials, and equipment purchasing.
- **Career Academies** - Career Academy legislation was contained within the "Grow Iowa Values" economic development initiative designed to grow Iowa's economy through educational training efforts that foster partnership between secondary career and technical programs and community college programs. Department of Education staff with the assistance of Economic Development staff developed the administrative rules for Career Academies. A Career Academy is a program of study that combines a minimum of two years of secondary education with an Associates degree. The Career Academy is a program of study that is nonduplicative, sequential, and assures the course of study is skill standards based, integrates academic and technical instruction, utilizes work-based learning and work-site learning where appropriate, utilizes an individual career planning process with parent involvement, and prepares an individual for entry and advancement in a high-skill and rewarding career field.



**System-Wide Responses**  
**Contributed by**  
**Community College Liaison Groups**

**Community College Economic Developer/Contracted Training Liaison Group**

It is the vision and purpose of the Economic Developer/Contract Training Liaison Group to analyze, discuss, and recommend programs and policies that meet needs of Iowans in the area of job training and retraining in order to prepare them for success in the workplace and the community. This group met monthly during FY04 and has worked on projects relating to the statewide delivery of continuous improvement training, pre-employment training program, leadership/supervisory programs, and technical skills programs.

**Community College Responses**

**Northeast Iowa Community College (NICC)**

**Activities:**

- **Continuing Education** - NICC employs representatives in each community, often in each school system, to be “eyes and ears” as it related to new programs and initiatives that a specific community may need.
- **Learning Centers** - Faculty and staff are available to assist with skill development and student success in classes.
- **Writing Centers** - NICC has writing centers to help students develop written communication skills and assist students with writing assignments in their classes.
- **Rapid Response Team (Plant Closures)** - NICC is part of a team to move into businesses with lay-offs or closures to assist displaced workers with job placement, skill upgrade training, and education.
- **Iowa Workforce Development (IWD)** - NICC is the employer of record for the IWD area coordinator and integrates IWD and NICC activities to best assist employers and employees in the district.
- **Adult Re-Entry** - The Adult Re-Entry/Nontraditional Career Center provides a workshop to dislocated workers through the Iowa Advantage State initiative. The title and content of this workshop was decided in conjunction with the local Workforce Development system. This “Back to School” workshop includes information and details on making the decision to go to college, school readiness, financial aid, college policies and procedures, and balancing school, work, and family. In the last year, this workshop was offered 11 times to over 300 dislocated workers throughout the district.
- **Kuder & Workforce Development** - NICC offers the Kuder Career Placement Program to IWD for use in the workforce centers in Area 1.
- **Training & Retraining** - The Economic Development Division works directly with business and industry to assess training and retraining needs and deliver the training needed to meet those needs. The division also administers and delivers the 260E and 260F programs for industry and business.



- **Grow Iowa Values Fund** - NICC administers and utilizes the Iowa Values Funds to meet the training and retraining needs of business and industry.
- **Iowa Workforce Development (IWD)** - NICC works closely with IWD to develop the training and retraining needed for company and business employees and potential employees.

## **North Iowa Area Community College (NIACC)**

### **Developmental**

#### **Preparatory Programs**

- **Adult Basic Education (ABE)/General Education Development (GED)** provides preparatory instruction to citizens of the North Iowa area who are in need of basic skill development and/or a GED. Each year, several hundred students take advantage of the network of GED classes offered in seven communities across the North Iowa area. General Education Development (GED) graduates are encouraged to continue on to postsecondary work. Enrollment specialists visit GED classes and students come to campus to participate in tours and campus wide informational sessions.
- **Adult Basic Education English as a Second Language (ESL)** - English Literacy instructors work with students who have an interest in postsecondary education. An ESL class was started on campus in response to requests from students and instructors for college students whose lack of English language skills hindered academic success.
- **Adult Basic Education Special Needs** - Adults throughout the North Iowa area who have special learning needs attend ABE basic and life skills classes in order to better prepare themselves for life and work experiences. Competencies based on Comprehensive Adult Student Assessment System (CASAS)/Secretary's Commission on Achieving Necessary Skills (SCANS) point to basic skills in reading, writing, and math; to life skills such as shopping, using community services successfully, working with money or health care services; to employment services such as job seeking and keeping skills. These classes are conducted in a variety of sites, from community-based to home-based classrooms.

#### **Postsecondary Assistance**

- **Enrich Education** - NIACC has developed a program for students with learning difficulties or barriers to educational success. Students work on applied basic skills and employment skills and can earn a diploma in General Studies at the end of one academic year. The program goal is to provide skills to the students for success in the workplace and in the community.
- **Developmental Education** - The college offers classes in Basic Math and Basic Writing. Students are enrolled based on entrance assessment scores, high school performance, and personal selection. Students in Basic Writing may also earn Communication Skills credit by meeting predetermined prerequisites. Each year between 10 and 25 percent of NIACC graduates have developmental credit.



## **Job Training and Retraining**

### **1) Activity Directly Tied to HF260 as a Funding Mechanism**

- a) FY04 F projects
  - Issued \$164,015 of training contracts
  - 10 companies
  - Employees to be trained - 378
- b) FY04 E projects
  - \$965,000 of bond sales
  - 4 companies
  - 286 new jobs created

### **2) Programs That Are Not Tied Directly To 260 Funding**

- a) Fundamentals of Human Resource Management (FHRM Curriculum): partnered with 11 community colleges for delivery via the ICN.
- b) Occupational Spanish.
  - i) Conducted newly developed training for retail grocers and bank tellers.
- c) Lean training activity.
  - i) Trained 2317 employees.
  - ii) Held 159 Lean classes.
- d) Developed and offered eight new computer courses related to doing business on the Internet.
- e) Developed and offered 21 new business courses related to management, marketing, insurance, real estate, and cultural issues.
- f) Developed the Mother/Child Internship curriculum.
- g) Provided training in Agricultural Terrorism Awareness and Basic Terrorism Awareness.

## **Mandatory Adult**

### **1) Offered over 100 courses reported under Classification of Instruction Programs (CIP) Code 61 (Mandatory, Court Ordered or Court Referred)**

- a) CASA Training
- b) Driver Improvement Program
- c) HAZMAT Training
- d) Batterer's Education Program
- e) Children in the Middle
- f) Coaching Authorization
- g) Hunter Safety
- h) Mandatory Reporting
- i) MOPED Safety
- j) Motorcycle Safety
- k) Mine Safety and Health Administration (MSHA) Training
- l) 55 Alive
- m) PS/MAPP Training



## **2) Industrial Certifications**

- a) Provided 12 certification courses for the Water/Waste Water industry.
- b) Provided Weld Certification sanctioned by the American Welding Society.

## **3) Health Occupations**

- a) Developed an on-line Domestic Violence course.
- b) Developed an on-line Substance Abuse for Leaders course.
- c) Developed an on-line Mandatory Safety Education course.

## **Community Education**

### **1) Hosted “On Your Way in Just One Day – Overcoming Obstacles” (A Conference For Women)**

- a) 79 participants from North Iowa

### **2) Offered Summer Camp for Kids**

- a) Academic exploration
- b) Physical development activities

### **3) Performing Arts/Leadership Series**

- a) 13,945 tickets sold for one or more events.

### **4) Hosted Several Nationally Known Speakers for the Leadership Series**

- a) Randy Snow
- b) Marcia Weider
- c) Walter Bond

### **5) Multi-Cultural and “Graying of America” Issues/Classes**

- a) Offered 105 classes for seniors in which enrollments are up by 8.4 percent.
- b) Conversational Russian.
- c) Community Spanish.
- d) Conducted “English and Spanish Café” culture-sharing activities in two communities.

### **6) Processed 4814 enrollments in 639 classes held in rural communities throughout the North Iowa area, which is an increase of 7 percent over FY03.**

## **Iowa Lakes Community College (ILCC)**

### **Adult Basic Education –**

- Continued to serve adults in need of basic education.
- Increased outreach to English as a Second Language (ESL) classes by hiring a recruiter and implemented additional marketing strategies.
- Developed on-line GED classes through Ed-to-Go program. Due to the on-line opportunity, enrollments increased over 300 percent.

### **Continuing Education –**

- Created an older learning program: ‘*Center for Adult Learning Opportunities.*’
- Increased program offerings by 42 percent and program participants by 53 percent.
- Increased the number of training customers by 22 percent.
- Completed 89 site visits.
- Added four new health courses.
- Offered several types of basic computer classes.



### **Student Alternative Vocational Education (SAVE) –**

- Served 63 students.
- Built mentoring program for second semester first time students.
- Increased the number of certificate and diploma programs for SAVE students.
- Visited high schools to promote higher education opportunities for all students.

### **Success Center –**

- Evaluated social science and science developmental courses.
- Expanded *Postville* Core Book activities to enhance student impact:
  - Hosted Stephen Bloom convocations on Emmetsburg and Estherville campuses.
  - Coordinated panel discussion at Estherville-Lincoln Central High School.
  - Coordinated International Food Faire event on Emmetsburg and Estherville campuses.
  - Created Core Book link on Success Center webpage.
- Selected *Water Runs Downhill* as 2005 Core Book.
- Evaluated ‘*Successful Learning*’ class.
- Offered ‘*Successful Learning*’, ‘*Writing Improvement*’, ‘*Math Improvement*’, and Success Group on-line.
- Participated in the common course numbering meeting.
- Updated Success Center course syllabi.

### **Northwest Iowa Community College (NCC)**

- **Developmental- Learning Center/Title III** - NCC’s Title III grant focuses on activities that allow students to be successful in their educational endeavors. A comprehensive system of student support is being developed which begins with mandatory diagnostic assessment and moves through advising and placement in developmental activities as appropriate. Additional software programs were added to the learning center in support of this program over this past year.
- **Developmental- ABE/GED/ESL** – This program provides preparatory instruction to area adults needing to improve basic skills in reading, writing and math, preparation for the GED tests, or learning English language literacy. Each year, students are enrolled in ABE programs across Area 4 with classes in local communities, business and industry, and facilities for adults with developmental disabilities. The NCC Adult Basic Education program is highly successful in student educational attainment. Benchmarks of educational gain have been met and core indicators of employment and additional education have been achieved. According to the Iowa Benchmark Report for FY03, all National Reporting System (NRS) benchmarks were at or above level. According to that same report, all follow-up measures were achieved for employment or education. In addition, 58 Iowa Basic Skill Certificates were issued.



- **Activity Directly Tied to HF260 as a Funding Source**

The following is the level of performance that was accomplished in fiscal year 2003:

260F Projects

Issued \$189,044 of training contracts

15 companies involved

422 employees to be trained

260F Projects

\$1,125,000 of bond sales

Three companies

228 new jobs created

- **New program offerings** - Last year, NCC had 28,459 enrollments in non-credit offerings. Most of these are supplemental courses including job training, retraining, licensure and re-licensure. Training was expanded as a result of the addition of new program offerings such as Water/Waste Water certification, training for Terrorism Awareness and Incident Command and health care initiatives for long-term care employees.
- **On-line Non-credit education** - On-line courses are offered through Continuing Education by partnering with other entities like the Iowa Association of Realtors, Wyatt Training and Consulting, and Education to Go. Education to Go [[www.ed2go.com/nwicc](http://www.ed2go.com/nwicc)], continuously adds courses in a variety of subject areas for Continuing Education with approximately 115 enrollments per year at NCC.

## **Iowa Central Community College (ICCC)**

### **Iowa Central Community College Strategic Plan**

#### **Focus Area – Partnerships**

Iowa Central Community College continues to work with Fort Dodge Animal Health to evaluate, develop, and improve the Industrial Laboratory Technician program. Curriculum revisions have been made that strengthen the program and make it more attractive to potential students. Personnel from Fort Dodge Animal Health have been very involved in the decision making process of curriculum changes and development of courses. Many of the changes made give students skills applicable to a wide range of manufacturing processes.

Iowa Central Community College's Industrial Technology Department often holds seminars for people within the industry or people looking to get into the industry. The industrial trainers also train employees to help with their advancement within an organization.

Iowa Central's Social Science Department established a new career option program in Fire Science. This program is designed to help fire fighters get the training they need to progress in their career. The department also expanded the offerings of coaching certification classes by adding some of the classes on-line. This should allow greater access and more flexibility to high demand classes.



The Education Department and the Human Services program developed a partnership with area schools to provide the classes necessary for Para-Educators to qualify to receive level one certification from the state. Area schools used grant money to pay for tuition and books for their Para-Educators to attend classes. The college has a partnership with the local area education agency (AEA) that allows them to offer classes for teacher professional development. The students have the option to take courses for credit or non-credit. Classes are taught at the AEA and the department approves the class curriculum and instructor.

The Student Success Center (SSC) reported the following accomplishments:

- To assist students in their educational programs, the SSC provides free tutoring to all Iowa Central students who need help outside of the classroom. Various tutors with different academic backgrounds can help students in such programs as Nursing and Accounting. Besides offering services for different academic programs, the Center also makes a special effort to help students in developmental courses who have previously not been academically successful. Also, each week a coordinator in the SSC prints an attendance report for each coach in the Athletic Department so the coaches can monitor the study times of their athletes. Each year the SSC has existed, it has increased in usage; for example, this year the center assisted 50 more students than the previous year with a total of 1,885 in 2002-03 and a total of 1,935 in 03-04. The various branches of the SSC are at each center with the Fort Dodge SSC being open 52 hours a week, the Storm Lake SSC being open 24 hours a week, and services being available in Eagle Grove and Webster City upon request.
- To assist students who need more structured assistance with their courses, the SSC provides a non-credit course called Classroom Assistance, which provides a tutor who closely monitors the student's progress. As with the free tutoring, the usage of this type of academic assistance has also increased with 16 more students in Classroom Assistance this year than last year. This type of tutoring does have a cost and is graded on a pass/fail basis.
- The SSC is also the location of the Special Needs office. The assistant coordinator is an advocate for students with disabilities to make sure they obtain the accommodations they need to be successful in their goals. In 2002-03, 125 students self-identified as needing assistance, and in 2003-04, this increased to 130 students.
- The SSC provides a location and facilitator for study groups requested by students and staff, enrichment courses in several areas for adults who need self-improvement, and a Basic Math course for students who need a review of math and algebra before taking college-level math courses.
- Testing services in the SSC also aid students in achieving their goals: COMPASS/ASSET tests are used as initial assessments of writing, reading, and math skills for entering students; COMPASS/ESL is used for placement in ESL courses; GED is used to help students who have not completed their high school educations; CLEP allows students to earn college credit through testing; and EMS (emergency medical services), NCIC (police dispatcher test), PRAXIS (for entrance into many colleges of education), and dental assistant certification all allow people to move forward in their vocations.



- The SSC works with both the English and Math Departments in overseeing the assessment of entering students to make sure students are placed in the appropriate courses according to their skill levels. The staff in the SSC also post-tests the students in developmental courses, keeping records on test improvement, final grades in these courses, and instructor recommendations as to what courses these students should take next. These students are then tracked by an assistant in the admissions area to assure they are in the correct courses.
- The SSC also offers 51 high school courses to students who wish to complete their high school educations. This service is available at Fort Dodge and Storm Lake and offers another alternative for individuals who need to complete high school before attending college. This year, 113 students took high school classes in the SSC for a total of 6780 hours.

### **Iowa Valley Community College District (IVCCD)**

Iowa Valley Community College District has expanded developmental instruction by adding offerings at the Grinnell site, expanding the levels of English as a Second Language (ESL) credit courses, and applying for grant funding. The district has received a Title III Strengthening Institutions grant. With this grant, Student Support Services, including Developmental Education, will be strengthened throughout the district. The expanded programming will allow for more intensive advising of at-risk students and will provide improved developmental education services. The augmentation of developmental education services will assist students in completing general education courses required to obtain a degree, diploma, or certificate, thereby increasing the likelihood students will successfully obtain the proper credentials to enter the workforce or continue their education at upper division institutions.

Several new jobs training programs and retraining programs have been initiated with area businesses and industries. IVCCD has increased the amount of training provided under 260E projects. The total economic impact of the 260E and 260F training programs this year was approximately \$1.3 million. All of the 260F funds available in the district were allocated. Accelerated Career Education (ACE) infrastructure funds and programming have been developed for Construction Technology. Grow Iowa Values Funds have been largely committed to job retention with one of the major employers in the district. An advanced manufacturing certificate program has been created.

A Community Technology Center grant was received this year to assist with the developmental education needs of immigrants, new high school graduates, and high school juniors and seniors to help bridge the gap to postsecondary education.



## **Hawkeye Community College (HCC)**

- The ABE program serves over 1500 students a year. This year, 22 percent of its clientele were immigrants learning English for daily living. 14.5 percent of the enrollees were involved in the corrections programs or incarcerated. 16 percent of the population was single parents. Over 1000 people come to HCC yearly to earn a GED. Approximately 175 of the adults served are disabled.
- Provided mandatory adult and community education-training workshops to individuals and companies in the service area.
- On-line course offerings have been expanded from 36 in 2002 to 70 in academic year 2004. Student enrollments increased from 730 to 1735. On-line courses offer flexibility where and when students can take a course. On-line courses often fill before their face-to-face counterparts. To facilitate teaching and learning via on-line courses, the college purchased the Blackboard on-line course management platform. In addition, the college has a contract with Embanet, a company that provides technical support to students and faculty of on-line courses.
- Developed 112 Iowa New Jobs Training Projects (260E) with 80 companies, resulting in training of over 10,000 new employees in these companies.
- Developed 130 Iowa New Jobs Training Projects (260F) serving 131 companies, which will result in training of over 3982 existing employees in these companies.
- Developed and completed two sections of Environmental Technician Training (Brownfield Project) for the unemployed and underemployed.
- Collaborated with University of Northern Iowa for the development and delivery of training (New Iowans program) for construction, manufacturing, healthcare, insurance, and finance employers of immigrants and refugees.
- Collaborated with Cedar Valley Promise for the development and delivery of ESL – Nurse Aide, ESL Clerical Quick Start training for refugees.
- Became certified Microsoft Office Specialist testing site in FY03.
- Annually review Computerized Adaptive Placement Assessment Support System (COMPASS) placement test scores utilizing user norms, concordance tables, peer institutions, faculty and/or ACT professional assessments.
- Conducted a pilot study using multiple measures (writing sample and COMPASS test) to place students in appropriate writing courses.
- Refined the COMPASS retest policy to allow students the opportunity to improve their test scores. Students with low reading test scores from COMPASS testing are referred to advisers for individualized course scheduling that will accommodate developmental reading needs.
- Hawkeye Community College and area long-term care providers have formed the Learning through Collaboration Consortium project. This innovative undertaking will enhance delivery of the mandated national and state lifelong training for 1000 health care staff in northeast Iowa long term care (LTC) facilities. The project will utilize the college's telecommunications towers to deliver staff training among long term care providers. The consortium is seeking grants to implement the project.
- Developed Information Technology (IT) Consortium with 10 area IT firms forged partnerships with local IT companies to provide increased distance learning opportunities for Iowa's businesses.



### **Eastern Iowa Community College District (EICCD)**

The EICCD serves adult and community education through many programs at its Career Assistance Center and Iowa Workforce Development Centers. Their programming includes adult, youth, and dislocated workers through a Title I grant; welfare to work programs; and Promise Jobs.

The EICCD also has several other specially funded programs such as Student Support Services through a Department of Education grant to target low-income first generation or students with disabilities; Displaced Homemakers Services for minority groups; Institutional Skills Training; and Women and Minorities Programs for employment in highway construction. The Career Links project funded by the Iowa Department of Economic Development has been designed to have a flexible open entry/exit to allow an individual applicant to receive the training prescribed for them based on an assessment of the individual's current skills.

When EICCD built the Manufacturing Technical Center, it specifically asked its Accelerated Career Education (ACE) partners to send their staff to serve on program specific advisory committees and to look at building layout, equipment, etc. New programs always start with, at the least, a modified Developing a Curriculum (DACUM).

In fall of 2004, EICCD will offer a pilot developmental education for nursing students. Program faculty has determined that nursing students often have trouble in pharmacology. Part of this is a math issue, since students may not have the basic skills needed and/or they may not be familiar with metrics. In addition, they may have reading problems that make it difficult to sort out relevant from irrelevant information. The goal is to address these issues in the class. If it is successful the approach will be expanded beyond SCC. The intent is to increase student success in nursing programs.

### **Kirkwood Community College (KCC)**

- Kirkwood began developing additional job posting services for students to obtain part-time jobs during their college attendance through the website for 2003-2004. Also, in response to an environmental scan, the area of job placement services was analyzed within the college's first KQIP planning cycle. The result will be a pilot to begin offering expanded career preparation services to our students during the coming academic year.
- Admissions expanded information sessions and group tours to include the main and Iowa City campuses, and on multiple days of the week to supplement the To Get Information Fast program.
- All students are issued a Kirkwood e-mail address upon registration, in order to provide another method of communication between the college and the faculty and the students. The series of communications will be expanded in the coming year.



- The college will open its Recreation Center this fall to offer students additional social and wellness activities in a positive environment. This facility is specifically designed for students with three courts, exercise equipment, and weight equipment. Aerobics classrooms and a walking track, as well as Internet stations and an entertainment center will be available. In addition, the Director will be developing additional physical education and recreation courses for the students and an Exercise Science Career Option program.
- Through job training and retraining programs, Kirkwood Training and Outreach Services (KTOS) industry training programs have been delivered to over 4400 employees in 195 businesses during FY04. Entry level computer technology skills programs, advanced level skills training, and business training were provided to over 1000 participants through continuing education open enrollment programs.
- Through job training and retraining programs, Kirkwood Skills-To-Employment delivered job search services and intensive training services to over 250 low-income adults and 325 dislocated workers.

### **Des Moines Area Community College (DMACC)**

- 1) DMACC administers a \$750,000 U.S. Department of Education Community Technology Center Grant that serves nearly 900 individuals each year. The Community Technology Center Site (CTCS) provide computer-based instruction in GED and ESL preparation, as well as Microsoft Windows and Internet training. The target population for the CTCS is disadvantaged citizens in urban and rural communities.
- 2) Job training and retraining (2000-2002)
  - In response to customer demand DMACC created a Supervisory Leadership Series certificate program with Wilson Learning. This series is designed to equip supervisors and team leaders with basic supervisory skills. While building leadership competencies, DMACC Business Resources (DBR) has trained over 500 individuals representing 13 companies.
  - DMACC has created a statewide quality improvement series (Lean Manufacturing) in response to ongoing assessment of industry needs. To date, 6000 individuals throughout the state of Iowa representing over 64 different companies were provided services. This has been a partnership between Central Iowa Employment and Training Consortium, Maytag Corp., Vermeer, Pella, Fisher Controls, John Deere Des Moines Works, Iowa Manufacturing Extension Partnership, The Iowa Business Council, and 15 community colleges. These activities have been partially funded by a \$2.7 million grant from the U.S. Department of Labor.
  - In response to meeting the needs of business, Iowa's 15 community colleges have joined forces to provide quality training to businesses and organizations statewide through "One Source Training" initiative. This initiative assists businesses and organizations to have one point-of-contact and one price to assist in reducing training costs at multiple sites. The community colleges will help through ongoing assessment and evaluations.



- DMACC, through its training of incumbent workers and retraining of the current workforce, has assisted in training 33,442 individuals representing 255 different companies, totaling more than \$114,872,877. All training is initiated with a formal or informal assessment and when completed, an evaluation is done.
- To meet the needs of Iowans, DMACC in partnership with 12 trade unions in central Iowa has trained in excess of 2700 different apprentices.
- DMACC has collaborated with the Department of Natural Resources to help reduce the amount of material currently being sent to the landfill. In this effort, 1462 businesses have been assisted, 109,646.44 tons of potential waste was matched, and \$3,727,503 was the cost saving of those companies in which matches were found. Companies did not have to pay for disposal costs.
- To help meet the needs of Iowans, DMACC started a Preventative Industrial Maintenance outreach training initiative. This initiative has trained incumbent workers in both DMACC and Iowa Central Community College districts, reaching over 450 students and 21 different companies.
- To help meet the needs of business, DMACC started a manufacturing training outreach effort. Subjects include electrical safety, national electric code, and electronics. Since FY00, DMACC Business Resources (DBR) has worked with over 24 companies, teaching 610 students.
- Expansion of noncredit programs not tied to 260 funding.
- Developed a career and technical printing certificate program.
- Implemented Occupational Spanish for public offering and contracted with companies in the following areas:
  - Supervisors
  - Law Enforcement
  - Nursing
  - Manufacturing
  - Restaurant Worker
- Developed career and technical supplemental classes in Architectural Millwork.
- Developed new classes in Telecommunications for Managers.
- Increased public offerings in Industrial Maintenance.
- Expanded non-credit classes offered via distance education.
- Added Information Technology public offerings to expand programming in IT target cluster to include:
  - 3-D Modeling/Visualization
  - Architectural CADD
  - Windows Programming with Java
  - Flash I & II / Flash for the Web
  - Visual Basic Net
- Expanded offerings in CFC Certification to meet industry needs.

### 3) Mandatory Adult

- Fire Training
- Expanded availability of offering for Firefighter I.
- Terrorism Training provided in cooperation with FSTB.
- Insurance-expanded shared programming with other community colleges via distance delivery.



- Health Occupations.
- Expanded First Aid/CPR classes to serve local businesses.
- Developed new strategic alliance with Iowa Urological Society.
- Advanced Cardiac Life Support, Pediatric Life Support curriculum revised to meet American Heart Association standards.
- EMS curriculum has been rewritten to meet new National standards.
- Mandatory Reporting curriculum has been up-dated and approved to meet new Iowa laws on child and adult abuse.
- Motorcycle Safety.
- Increased number of offerings by over 50 percent.
- School Bus Driver Training is provided across the district as needed by school districts.
- Children in the Middle is provided in the Carroll area to serve the needs of this community.
- Cosmetology classes are updated each year. Barber classes have been added to meet the specific need.

DMACC completed the Community Technology Center grant cycle and submitted an application for continuance.

One Source efforts have resulted in securing training agreements with Hy-Vee and the Association of Business and Industry (ABI). Hy-Vee training is in the initial piloting phase.

- Occupational Spanish expanded to include childcare curriculum.
- Implemented courses to prepare electricians for Journeyman and Master electrician tests.
- Implemented remedial dental courses in Jurisprudence, Infection Control, Hazardous Materials, Radiography.
- Developed curriculum and working with court system to provide training for offenders of adult and vulnerable elderly. Submitted and received grant for development and evaluation component.
- Expanded Real Estate offerings to include classes for Master Appraisers.

DMACC administers an Adult Basic Education (ABE) program that serves in excess of 5000 individuals each year. The ABE program provides instruction in ABE basic skills, GED preparation and testing, and seven levels of ESL instruction, which incorporates EL Civics at all levels to assist immigrants in survival skills and community participation necessary to function in America. The target population for this program is disadvantaged citizens in urban and rural communities throughout Area Education Agency (AEA) 11.



DMACC was awarded a five-year Title III Grant by the U.S. Department of Education to close the gap between the achievement of under-prepared students and those who are successful in college programs. The focus of the grant is to strengthen support services for under-prepared students. Resources from this grant are being used to strengthen learning support systems through technology integration; bridging the discrepancies between the way our teachers teach, and the learning styles of under-prepared students with focus on the most critical obstacles: reading, English, math, critical thinking, and information resources. Another area of resource enhancement for DMACC enabled by this grant is in refining student intervention strategies for academic success; developing a college-wide communication network that enables DMACC to identify and provide intervention support early on for at-risk students and improve their persistence and achievement of their academic goals.

1) Job training and retraining (2000-2004)

- In response to customer demand, DMACC implemented a Supervisory Leadership Series certificate program with **Wilson Learning, Achieve Global and DDI**. This series is designed to equip supervisors and team leaders with basic supervisory skills. While building leadership competencies, DBR has trained over **700** individuals representing **21** companies.
- DMACC delivers a statewide quality improvement series (Lean Manufacturing) in response to our ongoing assessment of industry needs. To date, we have assisted **7000** individuals throughout the state of Iowa representing over **68** different companies. This has been a partnership between Central Iowa Employment and Training Consortium, Maytag Corp., Vermeer, Pella, Fisher Controls, John Deere Des Moines Works, Iowa Manufacturing Extension Partnership, the Iowa Business Council, and 15 community colleges. These activities have been partially funded by a \$2.7 million grant from the U.S. Department of Labor.
- DMACC, through its training of incumbent workers and retraining of the current workforce, has assisted in training 33,442 individuals representing 255 different companies, totaling more than \$114,872,877. All training is initiated with a formal or informal assessment, and when completed, an evaluation is done.
- To meet the needs of Iowans, DMACC in partnership with 12 trade unions in central Iowa, has trained in excess of 2700 different apprentices.
- DMACC has collaborated with the Department of Natural Resources to help reduce the amount of material currently being sent to the landfill. In this effort 1462 businesses have been assisted, 109,646 tons of potential waste was matched, and \$3,727,503 was the cost saving of those companies in which matches were found. Companies did not have to pay for disposal costs.
- To help meet the needs of business, DMACC started a manufacturing training outreach effort. Subjects include electrical safety, national electric code, and electronics. Since FY00, DBR has worked with over 26 companies, teaching 610 students.
- Expansion of noncredit programs not tied to 260 funding: (2004)
- Continued to expand Occupational Spanish for public offering and contracted with companies in the following areas:



Supervisors  
Law Enforcement  
Nursing  
Manufacturing  
Child Care  
Real Estate

- Increased public offerings in Industrial Maintenance and Safety.
- Introduction of new Sandwich Generation courses for adults who care for their parents.
- Expanded Community Education courses including Digital Photography, Personal Enrichment, and Culinary programs.
- Expanded noncredit classes offered via distance education to include high-end technologies and nursing continuing education units.
- Insurance-expanded shared programming with other community colleges via distance delivery.
- Introduced Sign Language for Child Care.
- Developed new curriculum for Volunteer Management Institute.
- Introduced Home Inspection certification prep.
- Cosmetology classes are updated each year. Barber classes have been added to meet the specific need.
- Expanded courses to prepare electricians for Journeyman and Master Electrician exams.
- Continued remedial dental courses in Jurisprudence, Infection Control, Hazardous Materials, and Radiography.
- Developed curriculum and evaluation component and working with court system to provide training for offenders of adult and vulnerable elderly.
- Provided training to refugees through the Bureau of Refugee Services in Office Skills, Customer Service, and Certified Nurse Aid.
- Provided training in OSHA Safety and Hazmat certification to Newton Correctional Facility participants in the Re-Entry program.

#### Mandatory Adult

- Expanded availability of offerings for Firefighter I to outlying communities.
- Terrorism Training provided in cooperation with FSTB and Homeland Security.
- Mandatory Reporting curriculum has been updated and approved to meet new Iowa laws on child and adult abuse.
- Motorcycle Safety – Increased number of offerings and received State recognition.
- School Bus Driver Training is provided across the district as needed by school districts.
- Children in the Middle is provided in the Carroll area to serve the needs of this community.
- Developed new PS/MAPP curriculum for adoptive and foster parents and trainers.



## **Western Iowa Tech Community College (WITCC)**

WITCC's new Building Maintenance program for students coming to the college with an Individualized Education Plan (IEP) is designed to prepare graduates for employment in building and grounds maintenance or custodial maintenance.

Western Iowa Tech's WomenTech Club, a student organization committed to helping women achieve success in nontraditional occupations, sponsored a series of free one-day computer workshops created to give people with little or no experience of computers an introduction to basic skills. WomenTech Club members wish to encourage women to develop computer competencies. A survey conducted by the American Association of University Women of Nebraska and the Nebraska Commission on the Status of Women found that boys outnumber girls three-to-one in Computer Technology courses in the state's public high schools.

Western Iowa Tech's Job Training Partners intensified their efforts to encourage persons served by public assistance to earn their GED. The GED Learning Center moved from a remote site to the college's main campus, and the improved visibility and accessibility facilitates the very proactive approach that staff assume in encouraging work toward GED.

## **Iowa Western Community College (IWCC)**

- Iowa Western Community College has continually offered a comprehensive program of services and training allied with this initiative. During FY04, Iowa Western Community College provided comprehensive adult basic skills and general educational development (ABE/GED) preparation classes to prepare adults for more advanced skills training programs.
- Court mandated training programs were offered to citizens of southwest Iowa including Driving Unimpaired, Driver Improvement Programs, Children in the Middle and Shoplifter Diversion.
- Computer, supervisory, first aid, and other training programs for community-based business alliances were offered.
- The Small Business Development Center was re-established in the region.

## **Southwestern Community College (SWCC)**

### **Rapid Response Team (Layoffs and Plant Closures)**

Southwestern is part of a team to move into businesses to assist displaced workers with skill upgrades, education, and job placement.

### **Job Training and Retraining**

As part of 260F, Southwestern continues to work with local companies on specific training opportunities. Approximately \$100,000 of funding is obligated for two full fiscal years.

Through 260E, Southwestern Community College has issued \$3,110,000 of bond sales.



Distributed to nine different area companies. Funding will be used to train over 600 employees.

### Occupational Spanish

The college has conducted training for manufacturers, retail/service employees, and bank tellers.

### Displaced Workers

Southwestern and WIA (Workforce Investment Act) have continued working together, under the North American Free Trade Agreement (NAFTA) program, to provide education and training for the displaced workers from Siemens Furnas, Inc. Southwestern has:

- Given tours of the Creston and Osceola campuses.
- Provided personality tests to determine which program best matched the students' individual needs.
- Administered placement tests to assess which classes, in the areas of mathematics and English, the student should begin with.
- Advised students on the order in which they should take their classes and what jobs they could expect to find upon graduation from their program.
- Provided developmental classes that enabled the students to ease back into learning and help familiarize the students with college programs and services.

### Indian Hills Community College (IHCC)

Indian Hills Community College is continually meeting with business and industry to conduct training needs analysis in order to develop and offer programs for training and retraining through its Business & Industry Resource Center.

The college continues to expand the number of courses offered through our customized learning department to meet the needs of individuals, businesses, and industry. Several certificate and diploma programs are available to assist individuals in changing careers, or in upgrading existing skills.

Developmental education offers basic reading, writing, math skills, basic keyboarding, speed reading, critical thinking, job seeking/job keeping skills, international student seminar, services for students with disabilities, diversity training, equity training, assistance with college transfer, career decision-making workshops, study skills, and self advocacy workshops for students with disabilities.

In FY04, an evening/weekend Practical Nursing program was initiated. The program was designed to meet educational needs of individuals who are working as nurse aides in long term care facilities and wish to upgrade their skills and enhance their employment possibilities.

In FY04, an Emergency Medical Intermediate program was developed. This program will increase the supply of emergency medical providers in the rural areas of Iowa.



## **Southeastern Community College (SCC)**

The Center for Business and Industry Services (CBIS) continues to broaden its partnerships with area organizations, many of which offer certification training for members. Examples: Society for Human Resource Management (SHRM), American Production and Inventory Control Society (APICS), safety organizations, and certified quality engineers.

CBIS developed a partnership between three small companies to offer a consortium International Organization for Standardization (ISO) training/certification course.

CBIS offers mandatory coursework to area residents. Examples: DUI, DIP, Motorcycle & Moped Safety, Insurance, Real Estate, Mine Safety, and other OSHA related programs. These programs are offered via live presentations, the ICN, and CD based.

CBIS has partnered with local chambers to offer classes to small businesses in a consortium approach.

CBIS partners with the ABE/GED Division at SCC to offer coursework on site to area industries.

CBIS now offers on-line preparatory courses for GED, SAT/ACT, and Graduate Management Admissions Test (GMAT) examinations.

The Great River Regional Business Information Center (BIC) in Keokuk continues operations as a resource for area enterprises. It provides a one-stop location where new or existing small businesses can access information and assistance to develop business ideas. It includes an extensive small business reference library, computer software and hardware, and management videos. In addition to self-help software and reference material, the BIC also offers one-on-one free business counseling. The BIC is located in the Fred Karre Memorial Library on the campus of Southeastern Community College in Keokuk.

College 101, which is Southeastern Community College's program for workers who have been laid off or displaced, continues to be offered. It consists of three free credit hours of in-state tuition to students who complete the no-cost three-session program. Participants receive campus-specific information on admissions procedures, course schedules, and diploma and degree options, plus assistance in determining their individual skill levels in reading, writing and math.

The Workforce Center provides pre-employment training workshops to area residents. The training includes skills for getting and keeping a job, assist with resumes, job searches, and application completion.



Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative F: Expand the involvement of business and industry as partners with the community college system to strengthen career and technology-based education programs.

## **Department of Education Response**

### **Business and Industry Involvement**

- DECA Conference - Demonstrating the need for business and industry partnerships, seven representatives of businesses and associations are serving on the Central Region Leadership Conference 2005 Advisory Board for Iowa DECA.
- Iowa Choices - The Choices computer program supported by the Department of Education is used as a resource to provide potential students information on the community college system and the various occupational opportunities for students within that system.
- Curriculum Review - Department of Education staff facilitated the Developing a Curriculum (DACUM) process to identify critical competencies in the business and information technology model standards and benchmarks. This process utilized expertise from business, industry, and labor to identify critical competencies to be used by Business and Information Technology instructors. These critical competencies will be utilized to create model assessments, which will be reviewed, by business, industry, and labor representatives.

## **System-Wide Responses** **Contributed by** **Community College Liaison Groups**

### **Community College Economic Developer/Contracted Training Liaison Group**

The Economic Developer/Contracted Training Liaison Group works closely with the Department of Economic Development in the implementation of the 260E, 260F, and 260G programs all of which involve business and industry as partners. All community colleges have 260G programs in operation that require input from industry partners in the development of career and technology-based education programs. Best practices in and among community college regions are shared on a regular basis.



## Community College Responses

### Northeast Iowa Community College (NICC)

#### Activities:

- **Iowa Workforce Development (IWD)** - NICC is the employer of record for the IWD area coordinator and integrates IWD and NICC activities to best assist employers and employees in the district.
- **John Deere** - NICC has one of the largest John Deere public-private education partnerships on its Calmar Campus. The John Deere Corporation provides state-of-the-art equipment and Deere dealers support student costs to attend this program.
- **Accelerated Career Education (ACE) Programs** - NICC has completed a state-of-the-art health lab addition to Max Clark Hall at the Calmar campus. The addition includes a 12-bed lab with two intensive care unit (ICU) beds in a simulated hospital setting, ceiling-mounted cameras enabling students to videotape themselves as they perform nursing procedures, a 45-student capacity classroom, a media room, and a student work center. The program expansion was made possible through a partnership supported by a consortium of nine hospitals in northeast Iowa. This same Health Care consortium has supported an additional ACE project that will fund a Child Development Pediatric Education Center on the Calmar campus. It will allow for growth of student numbers in the nursing program and serve as a site for pediatric education rotations and hands on experiential learning for students in the pediatric specialty area.
- **Graphic Art Program Option** - Working with several Dubuque area businesses, NICC has developed a Graphic Art Option for Computer Analyst majors. The program prepares students in areas of page layout, graphic design, desktop and graphic programs, and industry software packages. The program fills an employment need for Dubuque area businesses.
- **Mi-T-M Corp Partnership – AS400** - Mi-T-M Corporation and Northeast Iowa Community College are participating in a Partners In Education program. Through the partnership, Mi-T-M has agreed to provide the following:
  1. Assisting with system selection and installation of hardware/software for the AS/400.
  2. Providing entry-level education to faculty.
  3. Review and revise curriculum annually.
  4. Provide internships/externships.

Because of this partnership, NICC receives a five-year software subscription which allows the college to upgrade to any new version and/or release of AS/400 and related software over the next five years free of charge. NICC also receives a discount on hardware.

- **Cisco Systems, Inc. (CISCO)** - NICC is part of the national CISCO program to deliver training to high school students. CISCO contributes part of the equipment costs.



- **Cresco Center Commitment from Howard-Winneshiek School District and Featherlite** - NICC has opened a new center in Cresco which was made possible because the Howard-Winneshiek School District passed an income tax surcharge on itself, raising approximately \$1.5 million. In addition, Featherlite donated \$50,000 toward equipment costs. The school district continues to be fully involved with the direction and planning of curriculum. Featherlite offers direction specific to the welding area and has moved their entire new employee training to the center.
- **County Development Organizations** - NICC is a member of nearly every economic development organization in the district and partners in nearly every new business development and business expansion.
- **Dairy Center** - NICC partnered with Iowa State University Extension and local dairy farmers and agri-businesses to create the Northeast Iowa Community-Based Dairy Foundation. The resulting Dairy Center is unique and aggressively responding to needs of the midwest dairy industry.
- **One Source** - One Source has signed agreements with the Association for Business and Industry (ABI) and Master Builders of Iowa (MBI) to assess the needs of their members and to deliver the necessary training. NICC is an active player in this agreement within the college district.

### **North Iowa Area Community College (NIACC)**

- 1) **Extensive Reach of Partnerships**
  - a) Of the four major partnerships in Continuing Education, the member companies employ over 15,300 people in North Iowa.
- 2) **Presidents' Partnership**
  - a) Membership number increased by 28 percent to stand at 41 members.
- 3) **Business/Industry Partnership**
  - a) Recorded 615 enrollments in 22 courses by employees of 23 companies.
- 4) **Service Partnership**
  - a) 25 percent increase in course enrollments.
  - b) 12 percent increase in number of company members.
- 5) **Partnered with the Mason City Chamber of Commerce to Hold a Combined Business Expo and Job Fair on Campus.**
  - a) Over 80 businesses participated.
- 6) **ElectroMechanical Modular Training Program**
  - a) Partnered with local industry and high schools to offer the Maintenance Apprenticeship program.
  - b) Utilized a delivery format that allows one instructor in one classroom to simultaneously deliver credit classes, contract training for industries, and customized individual training.
  - c) Developed 646 modules that are used to train students in 98 different topics.
- 7) **Lean Manufacturing**
  - a) Conducted 159 courses in Lean Manufacturing.
  - b) Delivered Lean training to over 2317 employees in 16 companies.
- 8) **Aviation Training**
  - a) Partnered with a fixed-base operator to offer flight training ground school and to investigate the locating of a testing center on campus.



- 9) **Partnered with the Iowa Association of Realtors to deliver the 60-hour real estate course on-line.**
- 10) **Collaborated with Regional Industries to offer courses of interest to them in a dual credit/noncredit mode.**
- 11) **Certified a local instructor to deliver the 10-hour OSHA for Industry course**
- 12) **Curriculum is being developed to provide training in masonry skills that will serve the needs of the construction industry in the north Iowa area.**

### **Iowa Lakes Community College (ILCC)**

#### **Advisory Committee –**

- Each program coordinator met with established program advisory committees to gain insight into curriculum development and identify technology and equipment needs to assist students' successful transition into the workforce or transfer to postsecondary education.
- Utilized compression planning with Agriculture Production Technology Advisory Committee to revitalize curriculum and increase employability of graduates pursuing entrepreneurial or employment opportunities.

#### **Community Focus Groups –**

- Hosted discussions with area business and industry leaders during six community focus group meetings. Discussion topics at all locations included challenges area businesses face in regard to employment, technology and training, assessment of readiness for employment of the college graduates, and identification of additional partnership opportunities. Included one specialty community focus group on health care issues.
- Responded to community needs through new program development and course offerings.

#### **Continuing Education & Economic Development –**

- Implemented Accelerated Career Education (ACE) infrastructure and job credits projects.
- Implemented four regional training seminars.

### **Northwest Iowa Community College (NCC)**

- **Business and Industry Input** - Business and industry partners actively participate in advisory committees which meet twice a year to review curriculum and address other program specific issues.
- **Student Experience** - Many business and industry partners actively participate in the delivery of instruction through their willingness to serve as internship/coop sites. Expansion occurred in this area this last year in the health field as a result of growth in both the licensed practical nurse (LPN) and Associate Degree Nursing (ADN) programs.
- **Industry Specific Equipment** - Student experience within a program is greatly enhanced as a result of having the opportunity to work on industry specific equipment. Equipment donated to the technology-based programs this past year included a variety of items. (Refer to Goal 3 Initiative E for a listing.)



- **Additional Business Partnerships** - NCC has expanded its working relationship this past year offering workplace training with over 35 companies in northwest Iowa including the following:
  - Advanced Brands
  - Groschopp, Inc.
  - Link Manufacturing Ltd.
  - Vet Pharm
  - Golden Crisp Foods-Sioux Center
  - Trans Over Genetics-Sioux Center
  - Rock Industries-Rock Valley
  - Archer Daniels Midland-Columbus NE
  - Prestige Foods of Iowa-Sheldon
  - Diamond Vogel-Orange City
  - Larson Manufacturing-Brookings SD
  - Total Component Solutions-Rock Valley
  - Rome Industry-Sheldon
  - Infinity Plastics-Sioux Center
  - G E Wind-Alta
  - Northern Natural Gas-Paulina
  - Minnesota Municipal Utilities-Marshall, MN
  - Atropos LLC-Rock Rapids

### **Iowa Central Community College (ICCC)**

Due to the nursing shortage and the increase in number of nursing applications, Iowa Central partnered with the nine area hospitals in 2003 to expand the Associate Degree and Practical Nursing program at the Fort Dodge Center. The Accelerated Career Education (ACE) grant allows an additional Nursing section each fall. This section allows approximately 25 additional students into the nursing program.

The Health Education Center is a partnership between two of the region's largest institutions: Trinity Regional Medical Center (TRMC) and Iowa Central Community College. The center provides accessible, quality educational programs that are essential for a wide range of people that work in healthcare. It is located at Trinity Regional Medical Center in Fort Dodge, Iowa. Trinity Regional and Iowa Central share a similar service area and the partnership has expanded to include four managed hospitals that are part of Trinity Health Systems as well as the Trimark Physicians Group. There is also an existing working relationship with many nursing homes and long-term care facilities as well as emergency service organizations in the nine county region.



In response to four-year universities business programs, Iowa Central is increasing its programming in practicum experiences for its students. This year is the first year for the Agriculture Technology program, the Accounting Associate program, and the Medical Transcription program to place students in business/industry for a minimum of 140 hours during a semester. Students can demonstrate skills on the job and get valuable feedback from employers. University program coordinators would like to have their transfer students complete a practicum experience before entering the university. The Small Business Development Center (SBDC) provides a link between those who may be exploring opening their own businesses and the training necessary to do so.

The agriculture area of Iowa Central provides training and opportunities to all age groups and interests. The agriculture noncredit area offers many classes to area farmers and agri-business personnel. This year, the Farm News Ag Show was co-sponsored with Iowa Central in December 2003 and over 2000 attended. The high school “North Central District Soils Contests” was hosted by Iowa Central with 13 schools and over 50 students attending. Field days are also held at Iowa Central to provide information and experiences for both students and area farmers.

The new Agriculture Technology program has expanded its credit offerings to include an Associate of Applied Science (AAS) degree. Students are involved in the hands-on operation of the 330 acres of the college farm. Partners in Area 5 have provided nearly \$54,000 in equipment, seed, chemicals, and scholarships to support this program. In addition, they are providing opportunities for students to be placed in their businesses for valuable on-the-job training. The following is a partial list of partners for the Agriculture Technology program:

- Hagie Manufacturing – Clarion
- Harcourt Equipment – Harcourt
- Anderson Implement – Fort Dodge
- Casady Brothers Implement – Webster City
- Farmers Cooperative Company – Farnhamville
- New Cooperative – Fort Dodge
- West Central Cooperative – Ralston
- Gold-Eagle Cooperative – Goldfield
- North Central Cooperative – Clarion
- Pro Cooperative – Gilmore City
- Newell-Fonda Cooperative – Newell
- Dekalb Research Station – Dayton
- Profit Pro LLC – Albert Lea, MN



Seed companies in the Fort Dodge area:

Great Lake Hybrids  
Pioneer  
Curry  
Legend  
Wilson  
Crows  
Garst/PSA  
Stauffer  
Steine  
Mycogen/Cargill

Iowa Central has entered into a partnership with the Fire Service Training Bureau to offer college credit for courses that fire service personnel are required to complete for promotion.

We have also partnered with the Fort Dodge Public Library to secure a home for the Webster County Multicultural Resource Center. The majority of the General Education Development (GED) and English as a Second Language (ESL) classes are taught from that site. This central location has been excellent for attracting new students.

Iowa Central Homeland Security Training Center, funded by the U.S. Department of Justice, has been operating for nearly one year. By July 2004, Iowa Central Homeland Security Training Center will have trained approximately 4000 first responders in its initial focus of Terrorism Awareness and Incident Command. In August 2004, the center will expand its efforts by offering Bombing Awareness in addition to implementing an on-line Terrorism Awareness course.

By combining the credit and non-credit activities to support the training and retraining needs of local businesses and industries, the Industrial Technology Department is receiving direct input and support from local industries. The college had developed many partnerships to support the training needs of local industries.

### **Iowa Valley Community College District (IVCCD)**

New business and industry partners are developed each year and this year is no exception. Through 260E, F, G, and now the Grow Iowa Values Funds, Iowa Valley Continuing Education works closely with a large number of businesses and industries in developing technology-based education. Business and industry training coordinators visit businesses regularly and seek their input and assistance. As a result, the Welding curriculum and lab has been totally revamped and upgraded, and the Industrial Maintenance curriculum, including basic prerequisites are being developed and offered in both English and Spanish.



### **Hawkeye Community College (HCC)**

- Completed the third year of five-year Accelerated Career Education (ACE) programming with local businesses and industries in the areas of: Exploring Manufacturing Careers Consortium (EMCC); John Deere CNC; IBP Machine Maintenance Technician, Information Technology programs. The EMC2 (Exploring Manufacturing Careers Consortium) partnership with local school districts and local manufacturers has allowed the college to bring advanced manufacturing education into the schools and high school age students to have real life training experiences with area manufacturers. The partnership with the schools allows high school students to complete the first year of their community college technical program prior to high school graduation. After high school, they only have one year of technical training remaining before graduating from the college.
- Completed ACE Infrastructure development for Electromechanical Engineering Technology Mechanical Emphasis programming. A partnership with John Deere created a customized section of Electronic Engineering Technology, with an emphasis on mechanical systems.
- Completed Iowa New Jobs Training Agreement (260E) with Target Distribution Center for substantial employee training for their new distribution center locating in Cedar Falls
- Developed Iowa Jobs Training Programs (260F) in FY2003 with 21 companies that were not currently served by HCC programming.
- Expanded Train and Gain Consortium include 22 companies conducting monthly training seminars of interest to consortium members.
- Conducted Manufacturing Simulations with entire workforces of 6 area companies.
- Partnered with seven Iowa community colleges for delivery of Lean Manufacturing training.

### **Eastern Iowa Community College District (EICCD)**

Eastern Iowa Community College District partners with business and industry to strengthen technology-based education and customized training. EICCD also partners with companies such as ACT to develop retraining options such as the learning center, located at the Manufacturing Technology Center. Many career and technical programs form relationships with area industries to provide students with hands-on learning and cooperative experiences, especially in the health field career education programs such as Radiation Technology, Microcomputer Information Technology, Manufacturing Technology and CISCO. All career and technical programs have advisory committees whose members provide marketplace input for the program. The colleges host annual Career Fairs and Career Opportunities Expos. College placement officers contact local employers and potential business to participate in these activities.



The SKILLS 2006 findings are shared with career and technical instructors. Information from the participating companies was segmented into the Iowa target clusters of Advanced Manufacturing, Information Technology, and Life Sciences. Among the information collected was projected replacement and new positions, educational requirements, specific skill needs, future training needs, workforce factors affecting companies' growth and expansion, and training delivery preferences. The overall ranking identified communication and interpersonal skills; team work, problems solving, basic work habits, basic skills (reading, math, writing) and industry specific technical skills as the top six skills requirements for employees in the coming years.

### **Kirkwood Community College (KCC)**

- The Workplace Learning Connection is a nationally recognized intermediary that links education with business to provide job shadowing, internships, and tours for students and teachers throughout the seven county service area. Over 700 employers support this office by providing work-based learning experiences. Through them, students and teachers become well informed about the career opportunities in Iowa and the skills that are needed for these careers.
- Kirkwood's Agricultural Sciences Department hosted producer or employee seminars for Pioneer Hybrids, International Truck, Case/New Holland, Farm Bureau, Society of Iowa Florists, Iowa Farm Business Association, Cummins Engines, and Pfizer Animal Products Company.
- A partnership was developed with Ruffalo-Cody to offer on-site credit Java programming courses.
- A partnership was developed with the City of Cedar Rapids to offer an on-site management development course.
- Kirkwood has greatly expanded the Health Science clinical sites for practicum experiences because of our increased enrollment and program expansions. Some of the clinic sites have expanded outside of Iowa.
- Kirkwood has worked with area hospitals to expand the Health Science Accelerated Career Education partnerships related to program expansions.
- Kirkwood is currently discussing partnering with Master Builders of Iowa (MBI) to provide training opportunities for their members. All-day training sessions are held to cover topics of interest to carpenters and other MBI workers. The sessions will be held on Fridays and/or Saturdays on the main campus. Credit students will be allowed to learn side by side with the industry employees, as they receive current technical training related to their jobs.

### **Des Moines Area Community College (DMACC)**

- Partnered with SunMacroSystems to bring Java 2 Platform training to Des Moines as part of the H1B scholars program for incumbent workers. Principal, Marsh, and Allied provided testimonials.
- Worked with Iowa Department of Personnel to provide training to state employees.
- Utilized relationship with Software and Information Technology of Iowa to identify training needs and to market technology opportunities.



- Partnered with Iowa Telecom Association (ITA) and Rural Iowa Independent Telephone Association (RIITA) to bring specialized corporate training to hundreds of CEOs, managers and staff technicians. Training is conducted on the latest technologies in the contexts of Voice-Over I.P. (VOIP), Soft Switching, xDSL, data communications and a variety of other specific areas as defined by the partner organizations. The goal is to bring the Iowa telecommunications workforce to current and future standards (as technologies emerge) as defined by partner organizations. The partnership has also included a number of “field study” projects with member companies to help assess their current and future training needs.
- Developed a partnership with the local chapter of Project Management Institute to provide PMP® exam review workshops in Des Moines.
- Developed a partnership with Brand Advocates to provide Branding workshops in the Des Moines area.
- Expanded noncredit entrepreneurial offerings in the Des Moines area to include Franchising and Identifying Venture Capital Resources.
- Expanded relationship with telecommunications industries in acquisition of high-end training equipment for DMACC; erected poles at West Campus to facilitate hands-on training.
- Developed certificate of completion for Ankeny Chamber “Lunch n’ Learn” workshops now held on DMACC campus utilizing business partner presenters and DMACC faculty and staff.

### **Western Iowa Tech Community College (WITCC)**

Western Iowa Tech Community College established a partnership with New Horizons Computer Learning Centers, the world's largest information technology training organization. The development brings additional Information Technology certification program options to Siouxland. These include programs in Microsoft, Cisco, and CompTIA. These options are in addition to several Microsoft and Cisco courses and certifications currently offered through WITCC's degree programs in Computer Networking and Information Systems. Training offered through the New Horizons system uses Microsoft certified trainers.

In addition to the certification programs, the new partnership provides a variety of employee training options in key software programs. These offerings include QuickBooks, Crystal Reports, Dreamweaver, Photoshop, and Microsoft's Excel, Word, Access, PowerPoint, and Project.

Western Iowa Tech's business and industry partners continue to be involved in the college's planning and implementation activities. The 2003-2004 Stock of Skill Research relied very heavily on business partners, involving approximately 400 representatives from manufacturing, construction, education, finance and insurance, health, information (publishing), business associations, entertainment, real estate, transportation, utilities, and wholesale.



They provided information about skills they require today, future skills that will be required over the next 3-5 years, barriers to assembling a workforce with the levels of skill required, and what Western Iowa Tech can do to help reduce those barriers. The answers to these questions are key to program development/re-configuration.

Western Iowa Tech appointed a Director of Manufacturing and Process Technology whose primary function is to strengthen the college's industrial relationships and thereby more closely align curricula with industry expectations. Faculty increased their business enterprise site visits in order to intensify partnerships and gain first-hand knowledge of business needs. The information gleaned from these activities directly influence curricula. Additionally, advisory boards are being re-invigorated to optimize participation and usefulness.

### **Iowa Western Community College (IWCC)**

- The viability of programs offered by Iowa Western Community College is directly linked to business and industry partnerships and their support in multiple ways. Active advisory committees for career and technical programs have provided input to update curricula in Marketing, Early Childhood Education, Computer Studies, and Automotive Technology.
- The college partnered with the Nebraska Business Development Center in computer course offerings for regional businesses. Off-campus credit programs have continued at industry sites.
- The Automotive Technology program partnered with AC-Delco to initiate a new Technical Service Education (TSEP) curriculum. The Maintenance and Light Repair Automotive certificate program was developed in collaboration with Ford Motor Company.
- The Horticulture Transfer and Turf and Landscape Management programs to be implemented next year resulted from significant input and support from regional businesses.
- Iowa Western's Center for Business and Industry has maintained strong industry liaisons with business and industry through related marketing and training initiatives.

### **Southwestern Community College (SWCC)**

#### **Accelerated Career Education - ACE**

Funds available through the ACE legislation have assisted with the expansion or development of new program(s) including Nursing, Ag Chemical Applicator, Business Systems Networking, and Manufacturing Technology. ACE funding has allowed Southwestern to work with private business and industries and county hospitals in a new and innovative manner by providing an incentive program for employers in specific targeted fields to establish a long-term commitment towards training that leads to employment. The required long-term financial commitment and additional in-kind support have aided with funding needed to initiate and operate technology-based programs.



### Program Advisory Committees

Southwestern Community College has program advisory committees for all career and technical and career options programs. The committees are comprised of representatives from the program specific business or industry. Recommendations are written into the goals for the programs and are also reviewed through the program evaluation process.

Representatives from the advisory committees and outside business and industry have also been used in the development and/or revision of new curriculum, surveys for employer satisfaction, and program evaluation.

### **Indian Hills Community College (IHCC)**

Indian Hills Community College's Rural Health Education Partnership (RHEP) program is expanding its membership and is building a 5-year Strategic Plan with the help of its advisory board made up of top health care provider professionals from the 10 county areas. The goal is to build membership in the RHEP to 40 organizations over the next few years.

All Technical and Career Option programs and the Customized Learning Department utilize advisory committees to develop curriculum for programs and individual course offerings. The advisors meet at least twice a year. The college has aligned the curriculum revision process to better use the input from the advisors. The participation of advisors is paramount to success. Once a year, the college hosts all 450 advisors on campus at one event.

The Health Occupations Division partners with ten hospitals and 14 long term care facilities to provide clinical experiences for nursing students. Twenty-three acute care hospitals are utilized on a daily basis to support the clinical requirements for the Radiologic Technology program.

### **Southeastern Community College (SCC)**

- SCC's Center for Business and Industry Services (CBIS) relies heavily on industry leaders to direct its business unit in the area of contract training.
- Steering committees are in place for Safety training activities and for Apprenticeship Industrial programs.
- Expanded partnerships with area Human Resource and Purchasing groups were formed.
- To meet the demand for highly-skilled professional drivers, CBIS partners with a truck training school and the trucking industry to provide commercial truck driving training.
- SCC/CBIS has developed both credit and noncredit programs using Accelerated Career Education (ACE) funds. Areas of focus include leadership training, CNC Machining, Industrial Maintenance, and Horticulture.
- CBIS coordinated a Skills 2006 survey conducted with area business and industry. Results were summarized and provided to local college and community officials.



- All career and technical programs have active advisory committees in place, meeting at least once during the academic year. Advisory members offered suggestions for curriculum changes and equipment updates. In addition, area businesses are surveyed as needed to clarify curriculum and courseware decisions. An active campaign to increase business participation in advisory committees was initiated in the spring of 2004. This effort is intended to increase the depth and breadth of input from employers throughout the college district. This broader input is particularly critical for programs that have rapidly changing technologies so that local employment needs can be addressed.
- The Workforce Center collaborates with area businesses to establish guidelines for minimal job skill certification for youth.







Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative G: Explore options for establishing an electronic system to serve as a one-stop web site connecting Iowans to life-long learning opportunities at Iowa's community colleges and for providing individual transportable portfolios.

## **Department of Education Response**

### **Electronic Systems**

- eChoices - The eChoices (Internet-based) Planner provides an electronic portfolio that is a depository for information that individuals compile using the components within the eChoices (assessments, occupations, schools) components with input and documents that can be uploaded into the planner.
- National Crosswalk Service Center and Iowa Center for Career and Occupational Resources (ICCOR) - Community colleges utilize resources of the National Crosswalk Service Center (NCSC). The NCSC has built products that allow sharing occupational, skill, industry, and educational data that result in structured access to national career and labor market information for the 50 states and U.S. territories.
- National Consortium - ICCOR and NCSC staffs were members of a national consortium that is using new technology standards so that community colleges can imbed the Job and Talent Banks, web-pages from Career InfoNet, and content from the Career Resources Library directly into their student services operations. A number of community colleges across the nation are piloting this new feature.

## **System-Wide Responses** **Contributed by** **Community College Liaison Groups**

### **Chief Academic Officers**

The Chief Academic Officers had representation on committees that established and are continuing to build an All Iowa Transfer Website.

## **Community College Responses**

### **Northeast Iowa Community College (NICC)**

#### **Activities:**

- **Kuder Career Inventory** - NICC has licensed and provides, at no charge, the Kuder Career Inventory and Internet-based technology to each of the 68 public and private schools in the NICC district with grades 7-12.



- **Iowa Workforce Development (IWD)** - NICC is the employer of record for the IWD area coordinator and integrates IWD and NICC activities to best assist employers and employees in the district.
- **NICC Website** - The NICC website provides a variety of information about the college to the public.
- **Distance Learning Courses** - NICC students continue to take advantage of the convenience offered by ICN, on-line, and independent study classes. The 1331 enrollments for summer 2003 totaled 3934 credits – 35 percent of the total credits district-wide for the summer term. On-line classes generate the greatest interest with 48 summer classes and an enrollment of 611 students, a 49 percent increase from the previous summer term. NICC is now able to offer the Business Specialist degree totally on-line.

### **North Iowa Area Community College (NIACC)**

- **Iowa Distance Learning** - NIACC has participated in the IPTV-sponsored Iowa Distance Learning Catalog ([www.iowalearns.org](http://www.iowalearns.org)) website that provides a single source of information for on-line courses offered by Iowa colleges and universities.
- **Electronic Transcripts** - The Continuing Education Division has a process in place through which a person can download and print an unofficial noncredit transcript. For an official Continuing Education transcript, a person must provide an original signature and follow specific guidelines that include a student identification process.
- **New Management Information System (MIS)** - The college is in the process of implementing a new MIS system that will allow for on-line access to credit transcripts, noncredit transcripts, and documentation of earned certificates. It is anticipated that all these items can be incorporated into one document.

### **Iowa Lakes Community College (ILCC)**

#### **On-line Services –**

- Converted student registration to an on-line process.
- Updated web-pages to include links from career and technical programs to program coordinators, financial aid, and admissions to increase accessibility to enrollment opportunities for all Iowans.
- Increased the number of courses available on-line.
- Provided professional development opportunities for faculty interested in developing on-line courses and/or teaching on-line.

#### **Career Resource Center –**

- Assisted business and industry to post employment opportunities.
- Assisted students to develop and post resume electronically.
- Expanded traditional resume format to include electronic portfolio development.



## **Northwest Iowa Community College (NCC)**

- **Datatel** - The college has dedicated extensive time and effort on the part of multiple staff during a conversion to Datatel. This system will better serve staff and students alike.
- **College Website** - The NCC website (<http://www.nwicc.edu/>) was completely redone during the past fiscal year. Planning began in March 2003 with site layout and hiring a web design contractor. The new site went live in November 2003. This new site provides many more features that did not exist on the old Website including many more interactive forms, an easier navigational system, many PDF downloads, a live chat option, and enhancements to overall information content. Currently, the website has just been moved to a new server, which can now provide much greater security which is very useful for credit card and social security number information.
- **Iowa Community College On-line Consortium (ICCOC)** - NCC participates in ICCOC to provide a single source of information for on-line course offered through the consortium.
- **Electronic Portfolio** - The advising database was developed as a temporary student tracking system until the Colleague and Web Advisor software are implemented in fall 2005. This database was developed in Microsoft Access and is used as a communication tool for NCC's academic advisors. This system tracks the following information on a student:
  - Assessment scores.
  - Student's Advising Plan.
  - Developmental Education.
  - Academic Progress.
  - Degree Audit.
  - Advisor Notes.

## **Iowa Central Community College (ICCC)**

Iowa Central is using several different pieces of software to enhance the flow of internal and external communications. The first software is WEBCT; this software has integration of discussion board, E-mail, and course content along with other tools to be used to enrich the class. WebCT also ties other courses the student is taking together under a single login. The next piece of software is Elluminate Live. This software is a real-time Internet class that has interaction with voice, chat, and symbols that will keep student attention. The software is expanding the traditional distance learning for students that need live interaction to succeed.

Iowa Central currently offers 18 Guided self-study courses, 46 on-line courses, 15 ICTN courses, 14 ICN courses, and 6 vClass courses. Information regarding these courses is available on the website such as course descriptions, schedules, faculty, and how each program operates.



Iowa Central is constantly making changes to the content and look of its website in order to make it user-friendly as well as useful for students and potential students. A new Intranet site is currently being developed so faculty and staff of Iowa Central can use it as a tool to better serve students and potential students. Changes have been recently made to the “Distance Education” section of the website in order to better promote distance learning. It would be possible for individual transportable portfolios to be implemented into the new Intranet design.

Iowa Central Community College’s Industrial Technology Department is updating its website to facilitate future students, current students, advisory committee members, and instructors. The college uses the website as a recruiting tool because prospective members and several instructors use Thinkwave to generate the grades, using a formula the instructor creates. This allows students to see their grades from any Internet connected computer.

While Iowa Central has not adopted a campus-wide portfolio website, the Multimedia Marketing program has always created a website with an individual portfolio of each student’s work. This has proved valuable to employers in gaining access to qualified graduates and assessing the student’s skills.

### **Iowa Valley Community College District (IVCCD)**

Iowa Valley Community College District has worked with the Iowa Association of Community College Trustees to accomplish the goal of implementing a one-stop website for Iowa community colleges. To address this statewide goal, a technology committee was instituted at IVCCD to streamline academic technology decisions. In addition, live on-line registration and an on-line catalog have been improved on the district’s website as part of a district-wide data systems upgrade. The number of on-line courses available has been increased to 30 courses, increasing students’ access to higher education and making an IVCCD on-line AA degree a near possibility. On-line courses are also listed on [iowalearns.org](http://iowalearns.org), the statewide website for on-line education.

Iowa Valley Community College District has also partnered with Iowa State University (ISU) to prepare students for the ISUComm portfolio requirements to be implemented for all ISU students seeking a four-year degree.

### **Hawkeye Community College (HCC)**

The college moved toward integrating its services with the Internet through these activities, thereby facilitating future integration with a state one-stop system:

- Students’ grades are distributed via web beginning in the fall 2002.
- The college offers web registration for credit classes.
- Grades are submitted on-line by instructors, allowing distance learning faculty to submit student grades from anywhere in the world where Internet is available.
- Enhanced on-line “search” capabilities for courses/locations/times.



- The All Iowa Transfer Portal, a website that will allow students, advisors, parents, and others to have quick and easy access to transfer information statewide is being implemented. The portal is a project of **2+2 Council**, a cooperative effort of Iowa Regents institutions, community colleges, Board of Regents and Iowa Department of Education. The council serves to improve the transfer process among these colleges.

### **Eastern Iowa Community College District (EICCD)**

Eastern Iowa Community College District maintains both Internet and Intranet sites to provide information to students, staff, and the public, including current course offerings and the district catalogue. To this date, EICCD has not been approached to cooperate in a one-stop statewide website system. EICCD's approach is to establish partnerships to address student and stakeholder electronic learning needs.

EICCD is a founding member of the Iowa Community College On-line Consortium that provides students anywhere the opportunity to obtain an Associate of Arts (AA) degree on-line. A common website provides the consortium's course offerings, support services, and administrative services for students, as well as a link to each college's home page. Student enrollment, retention, course satisfaction, and overall satisfaction are indicators of the success of this partnership in serving the needs of Iowa learners. EICCD also participates in the On-line Iowa Distance Learning Catalog to provide a single source of information for on-line courses offered by Iowa colleges and universities. Through its membership and activities with Iowa Public Television, EICCD has traditionally one of the largest enrollments in the state for telecourses.

EICCD's participation during 2003-2004 with the Iowa common course numbering system group is a step in the direction to provide students with more seamless transferring of courses within Iowa colleges.

Few paper copies of the EICCD 2004-2006 catalogue were published. The information is available electronically, 24/7 to students, faculty, and all stakeholders on its website. The electronic information will be updated continually so that information is the most recent at all times. Website information about articulation agreements, financial aid, program requirements, and a transfer guide will provide student access to this information.

### **Kirkwood Community College (KCC)**

Kirkwood's Career Edge Academy website enables students, parents, and local district assess to a wide-range of career opportunities. In addition, each program provides competency certificates that validate student learning for each college-level course. These certificates are designed for inclusion in a student's portfolio and to share with employers.



### **Des Moines Area Community College (DMACC)**

- A one-stop website is available through the Iowa Association of Community College Trustees (IACCT) at [www.iacct.com](http://www.iacct.com). This site links to each of Iowa's 15 community colleges.
- The community colleges also link through One Source Training, a collaborative providing a single point-of-contact for training resources throughout Iowa. [www.onesourcetrainingiowa.org](http://www.onesourcetrainingiowa.org)
- DMACC participates in the Iowa Public Television (IPTV) distance learning catalog website [www.iowalearns.org](http://www.iowalearns.org) that provides a single source of information for on-line courses offered by Iowa's colleges and universities.
- IowaCareer.net [www.iowacareer.net](http://www.iowacareer.net) is a starting point for lifelong learning system that connects many of Iowa's community colleges. The website, which is hosted and maintained at DMACC, links career information, job openings, and resumes of community college graduates seeking employment.

### **Western Iowa Tech Community College (WITCC)**

Since 2003, students applied, enrolled, purchased books, and much more via the college website ([www.witcc.com](http://www.witcc.com)) in both credit courses and noncredit courses, including Lifelong Learning opportunities. The college participated in writing the grant to fund the Iowa Community College On-Line Consortium (ICCOC), and students enrolled in on-line credit classes continues to represent one of the fastest growing segments of the college's student populations. In addition, through Ed2Go, any person in the college district who has Internet access may choose from over 200 noncredit offerings and complete those courses on-line.

### **Iowa Western Community College (IWCC)**

- The Iowa Community College On-Line Consortium (ICCOC), a seven member partnership including Iowa Western Community College, was organized to provide web-based learning opportunities. From a foundation of thirty courses, the ICCOC has expanded to offer over 150 courses in multiple disciplines. Corresponding learning resources and relevant student services have also been integrated into an on-line environment. The ICCOC website links to four-year colleges and universities that also offer on-line courses for a lifetime of learning.
- The college has established a tactical plan for continued expansion of learning opportunities throughout the service area. The Continuing Education Division has also offered noncredit courses electronically.
- To support the information technology need of students, Iowa Western has implemented electronic course management and student advising systems. The student system has provided virtual access to grades, on-line registration, class schedules, and other tools to assist learners.
- The Learning Resource Department has expanded electronic database access and on-line resources to serve the evolving need for information in a virtual world.



## **Southwestern Community College (SWCC)**

### **Website Links**

Southwestern participates in a number of on-line one-stop sources for information on life-long learning opportunities. The Iowa Association of Community College Trustees (IACCT) web site, at <http://www.iacct.com/> provides efficient access to “the rich and varied program of credit and noncredit distance education opportunities” offered by Iowa community colleges.

Southwestern is a member of the Iowa Community College On-line Consortium (ICCOC), a group of seven community colleges organized to offer on-line courses entirely over the Internet. The ICCOC website at <http://www.iowaconline.org/> provides information on courses, direct access to One-Source curriculum information, and links to each member college.

### **One-Source Training**

One-Source Training will work as the centralized clearinghouse for acquiring and delivering statewide corporate training projects. This will position Iowa’s community colleges to provide training in a united and seamless manner and allow for collaboration among the community colleges to enhance their competitiveness on statewide training projects. The contact, representing all 15 Iowa community colleges, is at (866) 663-8724 or <http://www.onecoursetrainingiowa.com>.

### **Adult Education**

General Education Development (GED) testers can go on-line to access their GED test scores. Each tester is assigned an ID code at the time of the first test and can then go on the GED scoring website to check personal scores.

GED examiners and alternate examiners may access GED test scores for incompleters and completers by accessing a newly created website. This is a secure website and only those with assigned codes may access. This has made tracking testers easier. This simple method also helps to confirm GED completer status for business and industry without ever touching the phone.

Another new feature has been added to the GED software. E-transcripts are available for GED completers. Paper and mail service are no longer necessary.

The National Institute for Literacy offers LINC’s, America’s only national literacy information and communication system on the Internet with the purpose of providing easy access to Adult Basic Education (ABE) and literacy related resources, expertise and knowledge. Southwestern’s ABE program may be linked by accessing the Midwest, then Iowa LINC.



The SWCC website is a one-stop for all adult education learners. Each program within the division has a web-page. The campus calendar is available for all to use. Upcoming non-credit classes are also listed. Adults may register for classes by e-mailing the coordinators or the office managers. The newest web-page features specific programs for EMS, fire training, and law enforcement training.

The SWCC Training Center is affiliated with the American Heart Association (AHA) and is recognized on the national AHA website. Website offers a direct link to announce upcoming classes available locally.

### **Indian Hills Community College (IHCC)**

The college continued to improve their on-lines services:

- Working on on-line bill paying.
- Working on on-line financial aid.
- Award Letters.
- Implementation of on-line student registration, access to transcripts, and grades.
- Continued expansion of the use of course management software (Angel) to improve faculty and student communications, access to course material.
- Improved/expanded access to college and career information on the IHCC website.
- Participated in Iowa Learning On-line.

### **Southeastern Community College (SCC)**

SCC is exploring the implementation of the Kuder Career Assessment System. This is an on-line service which facilitates a career skills inventory, a career interest inventory, and a personal electronic portfolio. The system allows SCC to serve as the primary resource for assistance, information, and service. All Iowa community colleges would have a web-link on the site, as would various other information and service agencies such as the Occupational Outlook Handbook and the Workforce Center.



Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative H: Implement strategies to best respond to the needs of adults learning to speak and read English, with special attention to immediate language skills for the workplace.

## **Department of Education Response**

### **Adult Learners**

- Adult Basic Education (ABE) - During program year 2003 (July 2002-June 30, 2003), Iowa's community college based adult literacy program served a total of 4659 enrollees who were classified as English Literacy (formerly referenced as English as a Second Language-ESL) adult learners. The overall goal of the English Literacy program is to provide instruction "designed to help individuals of limited English proficiency achieve competence in the English Language." This mandate includes instruction in learning necessary language skills to successfully compete in the 21st century workforce. The Department of Education, in conjunction with the community college based adult literacy program, has initiated two English Literacy initiatives to ensure that Strategic Goal # 1H is successfully achieved: (1) Iowa's English Literacy Pilot Project, and (2) the implementation of the English Literacy/Civics Education program.
- Iowa's English Literacy Project - The Department of Education, in collaboration with the Comprehensive Adult Student Assessment System (CASAS) and Iowa's community colleges, initiated a three-year English Literacy Pilot project during program year 2001. The overall goal of the project is to research and identify promising instructional strategies and curriculum offerings designed to meet the unique learning needs of Iowa's adult immigrant target population. The project objectives are to: certify a state-level English Literacy CASAS trainer; identify appropriate assessment instruments to effectively measure and report skill level gains in the areas of speaking and listening as required by the National Reporting System (NRS); and identify appropriate instructional strategies and curriculum materials designed to meet the learning needs of Iowa's adult immigrant populations. To date, the project objectives are being achieved. The project was implemented on a statewide basis during September 2003.



- English Literacy/Civics Education Program - During program year 2000, the Department of Education amended the adult basic education state plan in order to apply for and receive English Literacy/Civics Education (EL/Civics) program funds from the U.S. Department of Education: Division of Adult Education and Literacy (USDE: DAEL) for program years 2002-2004. The funding of the EL/Civics program is authorized under section 1000(a)(4) of the Consolidated Appropriations Act (P.L. 106-114) which reserves federal funds for State grants under the Adult Education and Family Literacy Act (AEFLA) for "integrated English literacy services and civics education to immigrants and other limited English proficient populations." The purpose of this initiative is not simply to expand English Literacy services, but to provide an integrated program of services that incorporates English Literacy and civics education. To effectively participate in the education, work, and civic responsibility of this country, immigrants and other limited English proficient persons must not only master English, but be able to understand and navigate governmental, educational, and workplace systems and key institutions such as banking and health care. The Department of Education has successfully implemented the EL/Civics Education program through the existing community college based adult literacy delivery system.

### **System-Wide Responses** **Contributed by** **Community College Liaison Groups**

#### **Community College Economic Developer/Contracted Training Liaison Group**

As a Liaison Group, partnerships were formed with One Source Training on the implementation of Command Spanish and Workplace Spanish in all community college districts.

### **Community College Responses**

#### **Northeast Iowa Community College (NICC)**

##### **Activities:**

- **English as a Second Language (ESL) Program** - NICC offers ESL throughout the district.
- **General Education Development (GED)** - In 2003, 128 persons completed their GED. There is an English component.
- **Command Spanish** - A Spanish language education program is offered to business and employees to facilitate better communication.
- **One Source** - A workplace Spanish course has been developed for delivery to the Hy-Vee Stores. NICC is a participant in that delivery.



### **North Iowa Area Community College (NIACC)**

- **Community Classes** - NIACC continues to provide ongoing, tuition-free English Literacy instructional classes in handicap-accessible locations in seven towns in the North Iowa area. Several classes provided childcare services free of charge to students. Continuous classes ensure lifelong opportunity for English language skill improvement. Computer-aided instruction was added in FY03 to provide instructional assistance in life skills English as well as workplace-based vocabulary.
- **Curriculum Development** - The citizenship component was enriched in FY03 by the addition of new materials, called, "*On Common Ground*." Videotapes with critical questions provided opportunities for students to see American democracy in action and to develop a clearer understanding of the democratic process.
- **Life and Work Skill Development** - Along with Citizenship, Adult Basic Education English literacy classes also develop and teach curriculum based on CASAS/SCANS competencies. These include both workforce readiness skills and life skills. Examples are:
  - Understand basic principles of getting a job.
  - Understand wages, benefits, and concepts of employee organizations.
  - Understand work-related safety standards and procedures.
  - Understand basic principles of health maintenance.
  - Understand aspects of society and culture.

### **Iowa Lakes Community College (ILCC)**

- Increased outreach to English as a Second Language (ESL) classes by hiring a recruiter and implemented additional marketing strategies.
- Offered "*Spanish Basics for Business*" courses through continuing education.

### **Northwest Iowa Community College (NCC)**

- **English as a Second Language (ESL)** - English language literacy classes are available in area communities for individuals who are interested in improving their English reading, writing, and speaking skills. Historically referred to as English as a Second Language (ESL), NCC still uses that term because it is familiar to teachers and more importantly, students. Classes are available across the area at no cost and offered in seven-week sessions to allow for pre and post assessment using the Comprehensive Adult Student Assessment System (CASAS) competency-based assessment and instructional system.

Classes are also offered in agriculture and industry settings in the area with focus on vocabulary and skill building for each particular scenario. There are a number of dairies in the area and classes have been offered on site based upon input and advice of employers.



## **Iowa Central Community College (ICCC)**

Iowa Central Community College offers English as a Second Language (ESL) classes free of charge to non-English speakers through the Adult Basic Education program which serves the following Iowa counties: Webster, Hamilton, Wright, Greene, Calhoun, Pocahontas, Humboldt, Buena Vista, and Sac. Adult students are assessed through the Comprehensive Adult Student Assessment System (CASAS) for competency in the areas of reading, speaking, listening, and writing as related to basic and life skills. Iowa Central Community College teachers facilitate classes to assist learners in using language in daily life roles such as community member, family member, and worker. Lessons target improvement in the following areas:

- Basic Communications.
- Consumer Science.
- Community Resources.
- Health.
- Employment.
- Government and Law.
- Computation.
- Learning to Learn.
- Independent Living.

Iowa Central has offered seven classes in Command Spanish and one class in Spanish in the Workplace. These classes were offered to people in the health fields, social service providers, grocery store personnel, and public school educators.

## **Iowa Valley Community College District (IVCCD)**

Last year, IVCCD completely reorganized the English as a Second Language (ESL) program on the credit side and has adopted a curriculum that provides greater knowledge of the English language for day-to-day living and to prepare students for college-level coursework taught in English. The district is coordinating the credit ESL program with the noncredit ESL program so adults who move from the Iowa Valley Continuing Education (IVCE) program to the college level will be able to do so seamlessly.

Adult ESL classes continued to grow significantly this past year, largely due to a change in location. Five levels of ESL are offered in classroom settings and an independent learning computer lab has been added.

IVCE has implemented workplace introduction workshops for the Hispanic population. The workshops cover information about general practices of the American workplace such as timeliness, the significance of policy and procedure manuals, chain of command communications, and how to seek employment opportunities either as a new worker or as one seeking a promotion. There has been strong student interest and employers have been very positive about the program.



Iowa Valley Continuing Education continues to offer job-specific training in 13 career and technical areas in Occupational Spanish for employers in the district. IVCCD's goal is to continue this effort and train more teachers in the Command Spanish curriculum and make even more businesses aware of the program.

### **Hawkeye Community College (HCC)**

- Three hundred forty-seven adult immigrants attended one or more classes in this academic year to learn to speak English to improve their employment situation. Nearly 50 percent of those students moved to the next level of English proficiency as documented by a standardized assessment.
- The college continued a full-time position for an international student specialist that was created in fall 2002.
- The college has initiated planning for an expanded English as a Second Language (ESL) credit program.
- The college has implemented an English Language Civics Grant from the Iowa Department of Education in the amount of \$13,625.00 in FY03 and \$17, 748.00 for FY04.
- The college is planning an expanded ESL program for the lowest literacy level to deal with the incoming students who are not literate in their own language.
- The ESL program includes instruction and practice on completing job applications.
- The college's Center for Business and Industry is a partner with Cedar Valley Promise and Bureau of Refugees to provide training to refugees to help them develop new job skills and increase their English skills. Specific programs are 1) Nurse Aide with ESL Companion; 2) Clerical Quick Start; 3) Workplace English and Job Seeking Skills; and 4) Tutoring. These programs target Black Hawk County refugee's aged 18 and older living in the US less than five years.

### **Eastern Iowa Community College District (EICCD)**

Eastern Iowa Community College District offers programs in English as a Second Language (ESL) and literacy training to meet students' special needs. Program performance is measured by enrollment in programs. EICCD non-credit ESL classes divide the program into basic, intermediate, and advanced levels. Basic skills focus on speaking specifically in everyday life, i.e., how to talk to a child's teacher, how to go to the doctor, and how to buy groceries. Intermediate is a continuation with writing component included. After the first two levels, they are integrated into Adult Basic Education courses where there is a definite focus on the practical.



On-going programs are offered at all three campuses and additional delivery sites such as Kahl Education Building, Columbus Junction, and community buildings. At Columbus Junction, ESL classes are offered at morning and evening times to accommodate shift workers with 50 students currently enrolled. This past year, Muscatine Community College conducted General Education Development (GED) classes in Spanish at Hines, the city police department, and Unity Hospital. The college offered classes on interviewing tips and resume writing in Spanish for employed workers to improve their ability to retain and advance their employability. Basic computer classes in both English and Spanish have also been provided at Columbus Junction. Approximately 800 students are served annually in ESL training offered by the community college.

### **Kirkwood Community College (KCC)**

- Kirkwood's adult basic education programs provide instruction in basic skills and English Literacy to over 2500 students at over 35 sites through the seven county service area.
- Kirkwood Continuing Education and Training Services continues to offer a wide variety of foreign language training as well as courses in ESL and Conversational Spanish and English in the seven county district. During FY04, Kirkwood Continuing Education and Training Services offered courses in Russian, French, German, Greek, Arabic, Italian, and Spanish and trained over 190 individuals. Kirkwood Training Services offered courses in Conversational English, Spanish, and ESL during FY04 and trained almost 40 individuals. The ACT Center on-line courses continue to provide individuals access to ESL courses.

### **Des Moines Area Community College (DMACC)**

- DMACC currently sponsors English Literacy (EL) services at 12 locations across the district offering approximately 40 different classes each semester. Through cooperative agreements with local agencies, DMACC is able to co-sponsor 10 additional classes each semester. As various community organizations and churches have identified EL needs in their membership, DMACC has responded by providing training to these organizations in becoming effective literacy conversation partners and helping them facilitate the EL acquisition of their immigrant populations. Several more groups are able to provide their own English Literacy classes with the consultation support and use of an extensive EL resource library operated through the Adult Basic Education Program at DMACC. Each year, approximately 2000 people avail themselves of this critical resource through these combined efforts.



Instruction in DMACC's EL Program is competency-based and includes speaking, listening, reading, and writing at literacy, beginning, intermediate, and advanced levels. Advanced levels of instruction prepare students for the transition into college level coursework. Placement in all classes is based on current language ability. The majority of students are at the beginning levels of EL instruction. Since economic stability is critical to new Iowans, the content of these classes is context-driven using real world work and life experiences (English language is introduced through survival skills and work place English). The Comprehensive Adult Student Assessment System (CASAS) is used throughout the program to provide both students and prospective employers with evidence of competency attainment through a skill assessment and certification system. EL students are assessed in listening, reading, and writing each semester. CASAS certificates in Math, Reading, Listening, and Writing are currently available.

#### **DMACC English Literacy (EL) Strategies for FY 05:**

- Continue to provide district-wide leadership in EL services. Organize a bi-annual forum for all EL service providers in the district (especially important in the Des Moines Metro where several agencies, bureaus, organizations, and churches are involved in EL instruction).
- Expand the skill certification system documenting skill attainment. Educate potential employers on the value of these certificates.
- Increase communication and collaboration with local school districts as both systems work to transition students and their families into this culture.

The DMACC Success Center, located at 800 Porter Avenue in Des Moines, is the largest site DMACC has for English Literacy services. The Success Center offers over 13 different ESL classes each semester in both the day and the evening. Classes unique to this location are the Job Skills for ESL mini-grant course that was developed and piloted here as well as the Spanish and International GED courses that are taught in the evenings. The Success Center is now a full-time GED testing site, testing five days per week in English, Spanish and French.

The Learning Center has added a full-time ESL instructor to work with individuals coming in to work on their GED or DMACC adult high school diploma.

The Success Center has hosted many speakers for English learners needs such as Iowa Legal Aid, State Highway Patrol officers, Immigration Issues and Rights, and Homebuyer Workshops. Computer classes were offered in the spring to students and will be available again in the summer.

Numerous advertising efforts have been launched to get the word out to the community about our services. This includes sending out flyers, have a representative at many festivals or fairs, Spanish radio advertisements or community briefs in the newspaper.



### **DMACC Success Center Strategies for FY2005**

- Developmental Education classes to help transition students to DMACC.
  - Coordinate the Spanish and International GED courses into the Learning Center.
  - Expand Continuing Education course offerings.
- 
- DMACC is assisting with a Career Link grant with the City of Perry in delivery of CNA classes to Hispanic population.
  - Specialized classes have been provided for the immigrant and refugee population to assist in purchasing a home, buying a car, and health services this year at the Porter Success Center.
  - DMACC Continuing Education is providing training in Certified Nurse Aide, Office Skills, Computer Skills, and in discussions for Cultural Workplace Skills and Customer Service with Bureau of Refugee services for unemployed and under-employed refugees in the Des Moines area.
  - DMACC is a Des Moines Higher Education Center partner participating in the formulation of focus groups to identify business needs in delivering courses centered on Language and Acculturation in the greater Des Moines area.
  - Command Spanish-Continue to increase the number of offerings for employers of Spanish speaking employees.
  - Occupational Spanish-DMACC has contacted area Hy-Vee stores to launch the customized training specific to Hy-Vee created through a One Source contract.

### **Western Iowa Tech Community College (WITCC)**

The proportion of Latinos residing in the WITCC district is higher than that of the state overall, and focus group interviews with the region's business leaders indicate their continued desire for language classes for their workforce. The college markets Workplace Spanish and follow-up classes to local business and industry. Recent clients include churches, construction companies, hospitals, and grocery chains, some which have been referred by One Source Training. The courses are delivered at worksites, public libraries, or any location convenient to clients.

Western Iowa Tech Community College offers beginning English as a Second Language (ESL) for non-credit and Intensive ESL for college credit. The Corporate College also offers career and technical training in Spanish.

### **Iowa Western Community College (IWCC)**

- Iowa Western has offered a comprehensive ESL program to provide for the needs of adults learning to speak and write English. The curriculum has addressed four language skills...listening/speaking (integrated), reading and writing. Multiple levels of each skill set have been created to address the diverse continuum of levels from beginning to advanced usage.
- Daytime and evening sessions have been offered at multiple locations. In addition, Iowa Western has provided employer-sponsored classes at worksites to facilitate job-related communications.



- International student enrollments have increased due to partnerships with the Cooperative Association of States for Scholarships (CASS) program and outreach programs to other countries. Concurrent with increased enrollments has been course offerings to meet language skill development needs.

### **Southwestern Community College (SWCC)**

The English Literacy population Southwestern Community College serves is primarily immigrants working in industry or hog confinement operations in Southwest Iowa. The Area 14 English Literacy population is predominantly Hispanic. However, a few Bosnian, Korean, Russian, and Chinese are served.

Southwestern Community College offers a variety of educational opportunities for the English Literacy population. Regular ongoing classes are offered at the Osceola & Red Oak sites. Osceola offers intermediate/advanced ESL one day and one night a week and a beginning ESL class one day a week. Osceola serves approximately 35-40 students. Red Oak offers a *Learn to Read and Write English* class at the Red Oak campus one night a week. This class helps those who want to work on English, reading, and writing skills. This class serves 15-20 students.

The college now offers learning opportunities at the Adult Education Success Center. It is open three times a week at various times to accommodate students working shifts. The Success Center staff offers individualized, self-paced tutoring where individuals work on specific needs at their level. This year, Southwestern also had the opportunity to partner with the Catholic Sisters in Maloy to offer one-on-one tutoring services for the English Literacy population around the Lenox area. The Sisters serve 12-15 English Literacy students.

The services Southwestern provide range from general life skills, basic skill needs, workplace skills, to referral to GED classes and preparing for the Teachers of English to Speakers of Other Languages (TESOL) exam. The curriculum used by the three different sites is unique to the site in respect to each of the target audiences and their needs. The instructors' use Side by Side, Laubach Way to English, Oxford Picture Dictionary, News for You, and Challenger as resource materials for teaching English Literacy classes. The Osceola Center also uses the Rosetta Stone Series on computer.

Comprehensive Adult Student Assessment System (CASAS) pre and post testing is given to determine EL enrollee learning gains. The procedure includes a competency-based approach to assessment. The EL classes will use the Form 27 and 28 for those at a beginning literacy reading level. The college will also introduce a CASAS listening and writing assessment to the English Literacy population this coming year.

Southwestern will serve the English Literacy population by offering citizenship classes when there is an interest.



Southwestern has evaluated the needs of the various sites to better serve the EL population in each community. In response, goals and objectives have been set for the EL classes. Included within the goals and objectives are:

- continue pre and post testing measures for learning gains.
- introduce computer technology to the classes.
- send EL instructors to Iowa Culture and Language Conference to gain information and direction for programming.
- conduct EL in-services to discuss goals and strategies for the upcoming fiscal year.
- pilot managed enrollment for the Red Oak site as a majority of the students work at a greenhouse and have seasonal hours; and issue CASAS certificates for incentives.

### **Indian Hills Community College (IHCC)**

Indian Hills Community College conducted the following activities:

- Adult Basic Education noncredit English as a Second Language (ESL) program and citizenship classes.
- Developmental credit ESL program.
- Command Spanish.
- Developed ESL programs for business/industry that are tailored to meet their specific workplace needs.
- ESL classes are on-site at John Deere and Excel as well as smaller companies throughout the ten counties.
- Free career workshops are offered to ESL students.
- Offered the multicultural story hour to ESL students and their families.
- Provided ABE/GED/ESL classes on site at Ottumwa elementary schools for parents of Hispanic students while the students are engaged in after school activities.
- Provided job seeking/job keeping skills for new Hispanic immigrants with an emphasis on introduction to the American workplace.

### **Southeastern Community College (SCC)**

In the fall 2003, SCC expanded credit ESL offerings to provide a full-time course program and hired a full-time ESL instructor to coordinate and facilitate these efforts. The program's response to community needs has been well received and the college continues to assist industry, including the local Workforce Development Center, by offering classes for workers needing assistance.

The Center for Business and Industry Services (CBIS) offers ESL instruction, Literacy Training, Spanish for specific industries, and Supervising Spanish Speaking Individuals to area industries on a contract basis.



For the first time, CBIS is offering Basic Computer training in Spanish. CBIS, as a One Source partner, has a customized Workplace Spanish training program designed for Hy-Vee.







Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative I: Strengthen the relationship between Iowa's system of community colleges and four-year institutions to address the projected shortage of teachers and administrators and the need for professional development on learning, teaching, technology, and leadership.

## **Department of Education Response**

### **Teacher Shortage and Professional Development**

- Professional Development for New Secondary and Community College Instructors - Low retention of new instructors is one factor that contributes to teacher shortages. The Iowa Department of Education has partnered with Iowa State University to provide professional development opportunities specific to the needs of new agriculture instructors.
- Professional Development for Business and Information Technology Instructors - The Iowa Department of Education has partnered with University of Northern Iowa and Iowa Business Education Association (IBEA) to provide professional development opportunities specific to new business and information technology instructors. Additional workshops for all business instructors were coordinated in the following areas: Digitools (iPAQ and GPS), PowerPoint, Access, Word, Excel, Multimedia, PC Troubleshooting, Networking, and Web Design. In addition, the business program management committee (utilizing focus groups of new instructors) is continuing to develop additional training opportunities for those instructors.
- Regents Academy for Mathematics and Science (RAMS) - On January 30, 2004, the Division conducted the third annual conference of the Regents Academy for Mathematics and Science (RAMS III) in collaboration with the Iowa Mathematics and Science Coalition, based at the University of Northern Iowa. The conference was held at Marshalltown Community College. Following a keynote by Lieutenant Governor Sally Pederson, the conference's 90 participants – representing Iowa AEAs, community colleges, and Regents universities – divided into discussion groups focusing on ways to facilitate student success in math and science throughout Iowa's educational system. RAMS III concluded with an afternoon workshop for conference participants seeking mini-grants provided by the Division to support development of new teaching strategies, revised curricula, and other innovative approaches to student learning in math and science. Mini-grant applicants were encouraged to include on their project teams representatives from secondary schools, community colleges, and 4-year colleges and universities.



- Long-Term Agenda for Professional Development Activities - In FY04, Division staff initiated efforts to help community college teacher-education faculty and administrators develop a long-term (3–5 year) agenda for professional development activities. These initial efforts have included discussion with teacher-education professionals at several Iowa community colleges about articulation with the state's baccalaureate institutions, creation of a website to provide news and publicize professional development opportunities, and communication with teacher-education professionals in other states to learn about models and best practices. Division activity in teacher-education in FY04 culminated in participation by Division and Iowa community college staff in a National Policy Summit, conducted by the Education Council of the States in Denver on June 27–29, 2004, where representatives from around the country shared lessons learned in their respective states.
- The Iowa Community College Administrators Forum - On May 19–20, 2004, the Division held the Iowa Community College Administrators Forum at the Iowa State Center in Ames. The Forum's program was designed in consultation with the chief academic officers at Iowa's community colleges to help veteran administrators stay abreast of current developments and to introduce new administrators to key issues in the field. Topics addressed included accreditation, ethics, legislative issues, Perkins funding, curriculum development, program approval and review, job-training programs, and the Division's management information system. In all, 102 administrators registered for the Forum — chief academic officers, student services personnel, vocational and technical deans, arts and sciences administrators, and other program heads, as well as several community college presidents. A questionnaire completed by participants at the conclusion of the Forum indicated a strong positive response to the quality of the presentations and the event as a whole, along with support for continuation of the Forum in the years ahead.
- Career Development/Information Resources - ICCOR staff provides resources and presentations to teacher and counselor education classes at University of Northern Iowa, and Drake University. The focus of these presentations are on career development/information resources including Iowa Choices, Association of Computer-based Systems for Career Information, state and national labor market information, and curriculum resources like The Real Game Series. Presentations link the resources to the comprehensive career development guidelines and the Iowa comprehensive counseling and guidance program development guide.
- Teacher education programs - The Department of Education has fostered the community College involvement in preparing Industrial Technology educators. Northeast Iowa Community College has a program in conjunction with Upper Iowa University and several others are developing programs with other four-year institutions.



- Professional Development for Industrial Technology Instructors - Professional development was conducted in the following areas: Industrial Technology Safety, Program standards, Engineering Design, Automotive Technology, Manufacturing by Design and Laboratory Maintenance and Equipment Operation.

The department has developed a professional development system for Industrial Technology education. This system was developed with four principles in mind: 1) web based; 2) financially sustainable; 3) must recognize, value and market the existing professional development offered by schools, colleges, area education agencies and appropriate industry training opportunities; and 4) provide E-mail communication link. This system began operating September 2003. Over 30 professional development opportunities have been posted. Many of the opportunities were offered by community colleges, area education agencies or industry. The participant surveys and tracking are indicating that the system is successful.

- Professional Development for Family and Consumer Sciences Instructors - The Department of Education is providing entrepreneurship training for family and consumer sciences teachers in secondary and post-secondary programs. This training will prepare teachers in the development of school-based enterprises/businesses in the occupational areas of family and consumer sciences.
- Quality Faculty Plans Revision - Quality Faculty Plans Revision in 2002 of Section 260C.36 of the Iowa Code replaced permanent professional licensure with quality faculty plans to ensure the competence of Iowa's community college instructors. The quality faculty plans' emphasis on individual goal setting, mentoring, and peer review — as prescribed by the new law — gave faculty members considerable flexibility in demonstrating competence and aligning professional ambitions with the goals of their divisions and their colleges. The revised Section 260C prescribed that each of Iowa's 15 community colleges were to prepare a quality faculty plan, gain approval of the plan by their respective boards of trustees, and then submit their plans – by July 1, 2003 – to the Division for review and approval. To ensure compliance, the new law also directed Division staff to conduct on-site visits to the state's 15 community colleges in the three-year period 2003–06. Eight such visits were conducted in FY04, with reports on the findings of the visits to be submitted to the individual colleges by June 30, 2004.

## **Community College Responses**

### **Northwest Iowa Community College:**

- **Dordt** - The Dean of Arts & Sciences met with individuals in the Dordt Teacher Education Department to assure continued transferability of courses under the new state standards.
- **On-line Offerings** - Recognizing an interest on the part of current high school students in the field of education, NCC developed an on-line Foundations of Education course aimed at this population.



- **In-service of LEA instructors** - NCC hosts an annual in-service day for technology instructors. This year an in-service was also provided for science instructors on ethanol.
- **Grant Opportunities** - NCC successfully obtained grant funding for math and science instructors in northwest Iowa. The grant will increase student academic success as a result of increased coordination between these two disciplines, increased exposure of students to inquiry skills, as well as the usage of more manipulative in the high school math classroom.

### **Iowa Western Community College:**

- The Early Childhood and Education programs of study were analyzed regarding scope and sequence as well as transfer potential to four-year colleges and universities. Based upon this in-depth assessment, major curriculum revisions were implemented. The revised education program of study will allow students to pursue a Pre-K through grade 6 emphasis or grade 7-12 focus prior to transfer.
- Iowa Western, as a result of its Title III Strengthening Institutions grant, has focused on multiple learning styles and concomitant teaching strategies to enhance student learning.
- The Leagues of Innovations faculty development program has been integrated into the on-campus development center. Technology training has been conducted on a routine basis and at faculty development days.



Goal #2: Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

Initiative A: Seek funding for development, necessary equipment, and implementation of industry standard career and technology-based programs that are articulated with secondary schools and with four-year institutions.

### **Department of Education Response**

#### **Funding**

- Perkins/Tech Prep: Carl D. Perkins Act/Tech Prep - The Iowa Department of Education administers the Carl D. Perkins Act including Tech Prep funding. Technical assistance is provided to community college staff and Tech Prep coordinators to develop plans to improve and support activities for their programs. Perkins/Tech Prep funding has supported new and existing programs and has allowed the purchase of up-to-date equipment.

The Department of Education serves as the administrator and fiscal entity responsible for the federal Carl D. Perkins Act and the Adult Education and Literacy Act. The Department of Education monitors legislative efforts regarding community college reauthorizations of these funding sources and provides regular updates to the community colleges.

### **System-Wide Responses Contributed by Community College Liaison Groups**

#### **Chief Academic Officers**

Community colleges participated in the design and implementation of career academies and use of Iowa Values Fund to support career academies. The Chief Academic Officers participated and supported this design and implementation.



## Community College Responses

### Northeast Iowa Community College (NICC)

#### Activities:

- **Dairy Agreement with Northwest Iowa Community College (NCC)** - In response to the developing dairy industry in northwest Iowa, NICC and NCC have formed an Intrastate Compact where Northwest students can take most of the NICC Dairy Science program from NCC. General education classes are taken at NCC; agriculture courses are taught by NICC over the ICN; and students come to NICC for an eight-week intensive workshop in the state-of-the-art Dairy Center utilized by NICC.
- **Tech Prep AEA Partnership** – Northeast Iowa Community College and the Keystone Area Education Agency (AEA) work together to deliver Tech Prep program activities throughout this area.
- **John Deere** – Northeast Iowa Community College has one of the largest John Deere public-private education partnerships on its Calmar Campus. The John Deere Corporation provides state-of-the-art equipment and Deere dealers support student costs to attend this program.
- **Program Expansion** – Northeast Iowa Community College has added sections to the Automotive and Electrical programs to accommodate increased demand.
- **Accelerated Career Education (ACE) Program Participants (Nine Hospitals)** – Northeast Iowa Community College has completed a state-of-the-art health lab addition to Max Clark Hall at the Calmar campus. The addition includes a 12-bed laboratory with two intensive care unit (ICU) beds in a simulated hospital setting, ceiling-mounted cameras enabling students to videotape themselves as they perform nursing procedures, a 45-student capacity classroom, a media room, and a student work center. The program expansion was made possible through a partnership supported by a consortium of nine hospitals in northeast Iowa.
- **Respiratory Program Advisory Groups** - Several medical facilities pledged financial support to maintain the respiratory program located on the Peosta campus.
- **Cisco Systems, Inc. (CISCO)** – Northeast Iowa Community College is part of the national CISCO program to deliver training to high school students. CISCO contributes part of the equipment costs.
- **Cresco Center Commitment from Howard-Winneshiek school district & Featherlite** – Northeast Iowa Community College has opened a new center in Cresco. This was made possible by the Howard-Winneshiek School District passing an income tax surcharge and raising approximately \$1.5 million. Featherlite donated \$50,000 toward equipment costs.
- **United States Department of Agriculture (USDA)** – Northeast Iowa Community College, in partnership with the Northeast Iowa Community Based Dairy Foundation, has secured funding for a Director. The Director's charge is to raise and secure funding for the programs of the Foundation. This will enhance the educational opportunities for people within the industry.



## **North Iowa Area Community College (NIACC)**

- **Consortium Resources** - Since the early 1990s, North Iowa Area Community College, Northern Trails Area Education Agency, and all 24 Area 2 high schools have pooled their Perkins grant and Tech Prep grant resources into a consortium. The Career Readiness Council (CRC) establishes policy and provides direction and oversight for these grants.
- **Consortium Goals** - Under the direction of the CRC, the consortium has progressed on five key goals: 1) Develop shared programs; 2) develop a comprehensive career guidance system; 3) continue support for applied academic course work; 4) meet increased needs associated with diversity; and 5) foster business, industry, and professional connections for our students, teachers, and employers.
- **Tech Prep Growth** - Through the consortium, Tech Prep at North Iowa Area Community College has grown from one school partnership in 1993 to 16 high school partnerships in 2003. The number of signed articulation agreements has increased from nine agreements at one school to a total of 247 agreements at 24 high schools. From three career programs in 1993, Tech Prep has grown to 19 programs in business, health, and industrial career fields. A key goal has been to develop high-skilled workers to meet the demands of Iowa's changing economy.
- **Shared Resources:** In addition, several of these Tech Prep programs have been duplicated at partnering high schools with the addition of five Tech Prep Academies to provide easier access for students. These academies illustrate how combining high school resources, North Iowa Area Community College resources, area education agency resources, business/industry resources, and State of Iowa resources (via weighted state funding for shared programs) provides expanded opportunities for high school students. At these academies, students complete up to one full year of college during their senior year.
- **Academy Locations** - The Tech Prep Academies and their locations are as follows: Information Technology Academy at Mason City High School and Garner-Hayfield High School; Health Care Career Academy at West Hancock High School and Hancock County Memorial Hospital; Automotive Service Technology Academy at Clear Lake High School; and the Tool and Die Academy at the Murphy Manufacturing Technology Center located on the NIACC main campus in Mason City.
- **Articulation** - In each of these Tech Prep Academy programs, articulation agreements exist with four-year institutions to ensure a seamless transition for students who wish to earn a baccalaureate degree.
- **Career Exploration** - Pooled resources have also supported a wide variety of career exploration events for students and parents such as: Explore 2003; Wired Differently Day; Diva Tech, Avid Tech, Bring a Girl to Class Day, and Try a Technology Day (for nontraditional career exploration); as well as Career Academies for industrial, agricultural, entrepreneurial, business, and healthcare careers.
- **Professional Development** - In addition, consortium dollars support professional development activities such as career and technical teacher network meetings, workshops and conferences, Counselor Academy, equity workshops, and business/industry internships for educators.



## **Iowa Lakes Community College (ILCC)**

### **College-Wide Measures –**

- Utilized Carl D. Perkins funds to support technology and equipment needs in targeted programs to align career and technical programs with business and industry competencies and improve academic attainment as students transition from high school to community college to workforce or transfer to four-year postsecondary institutions.
- Administered Tech Prep grant to provide needed equipment and technology to articulated career programs.
- Implemented Accelerated Career Education (ACE) funding for expansion of the nursing program and Criminal Justice/Computer Forensics (*job credits*), Revised Agriculture Production Technology curriculum, and developed Wind Turbine Technology program (*infrastructure*).

### **Institutional Advancement –**

- Established four additional scholarships specifically targeted to students pursuing career and technical programs articulated with four-year institutions.
- Continued to process and distribute scholarship funds to support student educational achievement.

### **Planning and Development Office –**

- Provided grant development, administration, and evaluation support to faculty and staff.
- Continued to investigate and pursue grant-funding opportunities to expand curriculum and increase student proficiency in career and technical programs.

### **Technology and Equipment Committee –**

- Established a cross-functional committee to evaluate equipment and technology requests and effectively coordinate acquisition and transfer of physical equipment.

## **Northwest Iowa Community College (NCC)**

- **Carl D. Perkins Act** - Perkins funding supports existing and new programs by the purchase of equipment that assists the college in keeping programs up to industry standards.
- **U.S. Energy Department Equipment** - The college initiated steps necessary to receive continuous notification of used equipment available through the U.S. Department of Energy at no cost. A process has been developed to immediately notify faculty of possible items via an e-mail listing. Faculty then follow-up to determine usefulness of a particular item for their program. During this past year, eight pieces of equipment were obtained through this process for the cost of shipping.
- **Accelerated Career Education (ACE)** – Accelerated Career Education dollars continue to provide much needed funding for facility expansion and program operations in key areas of instructional program expansion. As a result of multiple-year funding, a new health addition will open at the college in the fall of 2004 to house multiple nursing classes. Accelerated Career Education dollars are fully used by the college. Support for this program exceeds the funding allocation.



- **Title III Nursing Program Support** - Title III funding provided approximately \$40,000 for equipment purchases in the Licensed Practical Nursing (LPN) program this past year.
- **CISCO** - Tech Prep funding supported the needed retraining of college computer staff.
- **Healthcare Facilities** - Local healthcare facilities have provided the needed support for expansions occurred in the Licensed Practical Nurse (LPN) and Associate Degree Nursing (ADN) programs this past year. They have also committed resources for the future implementation of a Radiological Technology program.
- **Regional Economic Developers** - The regional economic developers have committed support for the continuation of the Entre Prep program, which is no longer funded by the Kaufman Foundation.
- **Program Sharing** - Dual credit offerings are continuing to expand, allowing for combined resources.
- **Nontraditional Student Grant** - The college received a \$10,000 grant through the Department of Education to recruit and retain nontraditional students.
- **20 ¼ Bond Levy** - Nine years ago, Area 4 voters approved the continuation of a 20 ¼ cent levy which is used to fund program equipment purchases. The college is currently preparing for a vote in September of 2004 to renew that levy.
- **Grants Office** - The grants office monitors opportunities for obtaining support of technical programs and submits grant applications as appropriate. An National Science Foundation (NSF) grant application submitted this spring is just such an example.

### **Iowa Central Community College (ICCC)**

Iowa Central has aggressively pursued direct federal appropriations and federal grants. Specifically, the college has secured direct funding of \$248,000 for an **Advanced Manufacturing Training and Technology Center** at the Webster City, Iowa campus. This program will be working with manufacturers in the Area 5 service area to help re-train the existing workforce on high technology manufacturing equipment and related educational programs with the intent of retaining jobs that could otherwise be moved to Mexico or other third world countries. In addition to this federal funding, Iowa Central secured from the Iowa Legislature \$3 million over a three-year period to help provide training dollars for Electrolux Incorporated and its 2000+ employees in Webster City, Iowa.

Iowa Central has also created an "**Industrial Lab Tech**" program for the Animal Pharmaceutical Industry, which has over 1,000 highly skilled jobs in the Area 5 service area. This program will be promoted within area high schools and on the campus in Fort Dodge, Iowa. Students will develop technical skills giving them access to good jobs in the area. The skills obtained are transposable to jobs in other industries. This program provides an opportunity for students who are strong in math and science, who for various reasons, are not immediately seeking a four-year college degree.



Iowa Central has secured direct federal appropriations of \$546,000 to fund a **Distance Learning Pilot Program** that will allow students to take virtual classes from their home or a computer lab in their local high school or on the campus of Iowa Central. This makes it possible for students to take part in live classes with live instructors.

Iowa Central is seeking funding from the Department of Agriculture for telecommunications equipment to improve delivery of technical courses throughout the service area. The use of a mobile telecommunications lab will allow for courses such as Automotive to be taught over the Iowa Central Telecommunications Network (ICTN). In addition, Iowa Central is seeking funding to expand or develop programs in Manufacturing Technology, Life Science Lab Technology, and Dental Hygiene. Earlier in the year, Iowa Central received funding to recruit nontraditional students into the technologies. A department associate was hired to carry out the task.

### **Iowa Valley Community College District (IVCCD)**

Iowa Valley Community College District has received Accelerated Career Education (ACE), Perkins, 260A-Technology Improvement funds, and Title III funds, all of which are enhancing career and technology based programs. With this external funding, opportunities for developing and maintaining industry standard programs have increased including using ACE funding for a Construction Technology Center which will serve as a regional training center for central Iowa. Perkins grant funded equipment has helped improve IVCCD academic outcomes in Computer Networking, Swine Management, Sustainable and Entrepreneurial Agriculture, Office Careers, Child Care, Computer Science, Construction Technology, Business-Retailing, and Nursing. These funds have enabled IVCCD to upgrade these career programs to the industry standard and allowed the K-12 students participating in the Career Academy programs to apply theory to practice.

### **Hawkeye Community College (HCC)**

- Continued to utilize Perkins funding to develop partnerships in CISCO computer training with local school districts including faculty training, support to equipment sharing for the programs, and equipping of the college's new information technology related program areas.
- Continued to utilize Accelerated Career Education (ACE) program funding for Tech Prep offerings in Exploring Manufacturing Careers Consortium (EMC<sup>2</sup>) and the John Deere CNC Machining Technology programs.
- Requested ACE program funding for the Exploring Healthcare Careers Consortium (EHC<sup>2</sup>).
- The college applied for and received a grant of \$69,290 from the John Deere Waterloo Works to purchase additional portable CNC equipment that will be utilized in area high schools.
- The Exploring Healthcare Careers Consortium (EHC<sup>2</sup>) received \$53,000 in start-up funding from the Metro Hospital Cooperative.



- Funding received from the Iowa Department of Education in the amount of \$81,367 was utilized for Tech Prep programming facilitated by the Area 7 Regional Career Consortium.
- Hawkeye Community College has implemented Iowa Department of Education grant funding in the amount of \$10,000 for Recruitment and Retention Programs Leading to Nontraditional Employment for their Gender. The targeted HCC technical programs are Dental Assisting, Medical Lab Technology, Optometric/Ophthalmic Assistant, Architectural and Construction Technology, and Civil and Construction Engineering Technology.
- Funding received from the Environmental Protection Agency (EPA) for Brownfields Job Training Pilot Program (two-year grant) to provide training with the major components of the curriculum being Hazardous Waste Site Worker Protection and Emergency Response. Students that complete the Intro to Environmental Technology and Ecosystem Restoration and Innovative Techniques classes can earn seven college credits toward an Environmental Technology degree at HCC and can continue on to a four-year university. During the two-year grant period, which ended April 2004, 59 students enrolled and 45 students or 76 percent completed the classes.

### **Eastern Iowa Community College District (EICCD)**

The EICCD aggressively seeks funding from state, federal, and private sources to develop and purchase equipment, and to implement career and technology-based programs that are articulated with secondary schools and four-year institutions. Eastern Iowa Community College District monitors its dollars raised through grants and other funding sources as a performance measure in this area.

Additional funding sources sought during this past year include the river boat/gaming grants, private foundations, and federal grants, such as the National Science Foundation and Title III.

Four Career Academies will begin in Muscatine this fall with 60 students enrolled. The program will be delivered as dual credit with the West Liberty and Louisa/Muscatine school systems. The programs are Health, Education, Information Technology, and Industrial Technology.

Faculty involvement and networking with industries have secured the donation of equipment from employers that hire EICCD graduates.



### **Kirkwood Community College (KCC)**

- Kirkwood Community College staff were active participants in securing support for community college career and technical education programs through the establishment of the Workforce Training and Economic Development Fund in the Grow Iowa Values Fund established by the Iowa Legislature in 2003. \$600,000 was secured in FY04 by Kirkwood to support investments in three Career Edge Academy programs, Engineering and Engineering Technology, Local Area Networking, and Automotive Technology. These funds create new career programs to prepare the future workforce with needed career skills. These funds were also used to support three industry-retraining programs and hire five new math and science faculty members.
- The college has fully utilized its allocation of Accelerated Career Education (ACE) program funding (program and infrastructure) to support new and expanded programs in Information Technology, Nursing, Surgical Technology, Automotive, Diesel Truck, Advanced Manufacturing, Telecommunications, Plumbing, and Heating and Cooling Technology. These programs are all in support of high skill, high wage career fields. Kirkwood's ACE job credit allocation will increase to \$1,050,000 in FY05.
- The college is in the second year of a \$750,000 H1B grant from the Department of Labor to develop, implement, and expand the Information Systems Management Academy program.
- In 2003, the college received a \$2,000,000 congressional appropriation from the Bureau of Justice Administration, U.S. Department of Justice, to help establish a new Community Training and Response Center and to develop and deliver emergency response training in eastern Iowa. The new Community Training and Response Center will be opened in the fall of 2004 and response training is underway statewide.
- Kirkwood has an active state and federal legislative relations program and resource development and grants office in support of the colleges need for expanded funding assistance.

### **Des Moines Area Community College (DMACC)**

**The college sub-contracted for \$1.4 million with the local Workforce Investment Act (WIA) entity to provide training, job placement, and advancement for individuals in nursing careers.**

Des Moines Area Community College has acquired additional funds to support the career and technology programs through the following:

- The college has applied for and used all available Accelerated Career Education (ACE) funds (program and infrastructure) to support new or expanding programs in Information Technology, Health, Manufacturing, Civil Engineering Tech, Automotive, Diesel, and Land Surveying. Each of these programs is part of high growth/high wage industries.
- The college has received two major Department of Labor federal appropriations for the support of articulated (high school and senior institution) manufacturing programs at Newton and Carroll in the amount of \$1.5 million.



- Expanded areas of growth this year have been Mortuary Sciences, Culinary Sciences, and Agri-Business programming in the area of ACE programs.
- All Career Advantage programs on the DMACC campus, with the exception of Industrial Maintenance and Health, are also certified vocational programs at the State so high schools receive seven percent of the teacher's salary from the State Department. This allows DMACC to pool their resources to grow programs and work together to get these opportunities to students. The college uses available state career and technical aid, Tech Prep, and Perkins funds to provide 2+2 programs with high schools that focus on high demand occupations. This allows us to pool our resources to grow programs and work together to get these opportunities to students.
- Partnerships with business and industry have been established to create partnership in Culinary, Mortuary Science, and Agri-Business to expand and create new programs in the areas. Des Moines Area Community College has also done the same in the area of Health to expand existing capacity in the area and to meet ever-increasing needs in the industry of highly skilled workers.
- Des Moines Area Community College used all state technology funds for career and technical programs to support the hardware and software required to keep programs current.

The business community believes worker training to be a function of the State and as a result, will provide funding only when results show immediate bottom line impact.

Career and technical funding are crucial to the state's economic development. Prior to 1990, state funding was full-time equivalency (FTE) based and recognized and provided for the increased cost of technical education. The increased funding allowed community colleges to pay the higher cost of the technical programs without sacrificing the quality of their college transfer programs.

Since 1990 and the elimination of the FTE and technology-based function, the state has forced the community college to either eliminate high priced technical programs or reduce their quality, or reduce their college transfer divisions.

While this may be one item the state can push down the financial structure and claim a budgeting victory, it cannot push down the strategic goal of developing high skilled workers. The State Department of Education needs to consider its involvement in regaining the funding necessary to provide this training.

The college received a federal appropriation for a Career Technology Center to be based on the Ankeny campus. The center will provide career and technology-based programs to area high school students.



## **Western Iowa Tech Community College (WITCC)**

Western Iowa Tech secured \$198,820 through a congressionally directed grant (U.S. Department of Education) for the purchase of training simulators and equipment for the Midwest Institute for Advanced Training, Manufacturing and Processing Institute. The college also secured a \$43,000 grant from the Department of Commerce through the Public Telecommunications Facilities program for digital equipment replacement at KWIT-KOJI.

## **Iowa Western Community College (IWCC)**

- Iowa Western has made the commitment to providing state of the art instructional and informational technology to enhance student learning and campus services. The following activities have provided the impetus toward this goal:
  - a) An electronic course management system has been implemented. This product can be used to enhance student-instructor course delivery and communications.
  - b) An on-line Student Academic Information Link (SAIL) was also implemented. An on-line application process, on-line registration, degree audit, and student account information via the IWCC website are now available.
  - c) Accelerated Career Education (ACE) plans have assisted the creation of an Automotive Technology Technical Service Education Program (TSEP) in partnership with AC Delco.
  - d) A Title III “Strengthening Institutions” grant has supported the development of new career programs in Turf and Landscape Management to be implemented fall of 2004. Articulation and transfer agreements to four-year institutions will be pursued.
  - e) The cooperative effort between Council Bluffs Airport Authority, City of Council Bluffs, State of Iowa (ACE-PIAP), and Iowa Western Community College to establish a new facility for the Aviation Maintenance Technology program came to fruition with the dedication and opening of a \$4 million facility in August 2003.
  - f) The renewal of the Plant and Equipment Fund levies during the past year allowed for the upgrading of program equipment and computer technology. A systematic plan has been established to prioritize equipment needs.
  - g) The college also engineered a successful bond issue to remodel and expand campus buildings, housing, transportation technology, and agribusiness programs.
  - h) Iowa Values Fund allocations have provided for training partnerships with Tyson Foods and the approval of an associates degree program entitled Paramedic Specialist.



## **Southwestern Community College (SWCC)**

### **Accelerated Career Education (ACE)**

Funds available through the ACE legislation have assisted with the expansion or development of new programs including Nursing, Ag Chemical Applicator, Business Systems Networking, and Manufacturing Technology. Accelerated Career Education (ACE) funding has allowed Southwestern to work with private business and industries and county hospitals in a new and innovative manner by providing an incentive program for employers in specific targeted fields to establish a long-term commitment towards training that leads to employment. The required long-term financial commitment and additional in-kind support have aided with funding needed to initiate and operate technology-based programs.

### **Major Gifts Campaign**

Southwestern Community College conducted a feasibility study to determine potential support for a major gifts campaign. One of the major challenges cited from the results of the study was locating additional sources of funding to maintain the college's current level of excellence in academic and career education program offerings. Two of the fundraising campaign's initiatives identified as critical needs of the institution were endowments for student scholarships and instructional technology. Since the study was completed, the college has launched an aggressive campaign designed to address these identified needs.

### **Perkins**

Funding available through the FY04 Carl D. Perkins Grant has enabled Southwestern Community College to provide training for faculty and make substantial new equipment purchases and technology upgrades for the Nursing and Business Systems Networking programs. Program improvements have allowed students to work with industry-standard equipment and training modules.

## **Indian Hills Community College (IHCC)**

Indian Hills Community College consistently seeks funding from business and industry through the Accelerated Career Education (ACE) programs to build its career and technology-based programs. Likewise, we are seeking federal funding (National Science Foundation and Department of Labor) to build programs in bioprocessing and biocatalysts. The goal is to lead the state in pulling together all education (secondary and postsecondary), training, and career opportunities in biotechnology and bioprocessing as a Biotechnology/Bioprocessing Workforce Development model program.

Pursued grants and additional funding streams to assist with equipment purchases and collaborative initiatives involving secondary schools and four-year institutions.

Indian Hills Community College has applied for grant funds to expand the Technical Preparation Health Occupations programs at area high schools in 2005.



### **Southeastern Community College (SCC)**

A horticulture continuing education program to be offered at the West Burlington campus enhances SCC's opportunities for internships and cooperative programs.

Established articulation/4+2 drawing boards and dual credit/Tech Prep efforts between high schools and postsecondary institutions to create seamless transitions for students from high school into postsecondary education.



Goal #2: Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

Initiative B: Increase the delivery of entrepreneurship programs and services that prepare Iowans to establish and grow their own businesses.

## **Department of Education Response**

### **Entrepreneurship**

- Entrepreneurial Program Management Committee: The statewide entrepreneurial program management committee is partnering with the Governor's Small Business Advisory Committee to design a comprehensive strategic plan for implementing entrepreneurial education in the state of Iowa. This committee also suggested using Perkins Leadership Funds to train Iowa secondary and community college instructors in the John Pappajohn Center's curriculum for entrepreneurship education.
- Entrepreneurship Education Program Development: Technical assistance and curriculum has been provided to the community colleges for the development of certificate programs and A.A.S. degree programs in the state of Iowa. Scholarships have also been given to teachers to attend the Consortium for Entrepreneurship Education National Forum. Presentations are being prepared for the School Administrators of Iowa meeting and the Iowa School Board Meeting in cooperation with the Iowa Department of Economic Development (IDED). The Small Business Development Center (SBDC), Community College Economic Development Groups, and local Chambers of Commerce are also being involved in discussions with IDED and the Iowa Department of Education (DE) to expand entrepreneurship education for teachers in Iowa.

The DE consultant, with assistance from a committee of marketing instructors, has designed a database to include all teachers in Iowa that teach business, entrepreneurship, and marketing. This database will be used to disseminate information, curriculum, and training opportunities to teachers. The John Pappajohn Centers, IDED, and the DE will use this database. The three Iowa Regional Service Core of Retired Executives (SCORE) offices are being involved with entrepreneurship education by connecting SCORE chapters and members with local secondary schools and the community colleges in order to present to students on small business and entrepreneurship. A Des Moines SCORE member is connecting with local banks and then presenting to students and parents across the state of Iowa.



- Entrepreneurship Grant: The Department of Education (DE) has assisted the Iowa Department of Economic Development (IDED) in writing a \$4M Kellogg Foundation grant for Entrepreneurship Education in Iowa by providing information, data, and designing a model plan. This grant would involve entrepreneurial education pilot projects in four areas: middle schools, high schools, community colleges, and the state universities. Other groups that have been asked to be involved are John Pappajohn Entrepreneurial Centers (community colleges and regents universities), Governor's Small Business Advisory Council, and the DE Entrepreneurship Program Management Committee, which includes representation from the Pappajohn Centers, several businesses, a community college instructor, and a DE consultant. The DE is also assisting IDED in writing a \$500K grant to the Kauffman Foundation for the coordination of the Kellogg Foundation grant.
- Standards and Benchmarks for Entrepreneurship Education: The Consortium for Entrepreneurship Education has just released National Content Standards for Entrepreneurship Education. The list of "standards" is what a person needs to know and be able to do to enter the exciting and rewarding world of business creation and ownership. The standards will serve as the guide for those who operate entrepreneurial development programs at all levels from kindergarten through adult education programs. The state of Iowa is a charter member of the Consortium for Entrepreneurship Education and was involved in the writing of the Ewing Marion Kauffman Foundation grant that funded the standards project. The Standards and Benchmarks for Entrepreneurship Education has been sent to all secondary and community college instructors in the state of Iowa that are teaching Entrepreneurship, Marketing, Family and Consumer Sciences, Industrial Technology, Health, Agriculture, and Business.

Entrepreneurship has come to the forefront of economic development as cities and states, the federal government, foundation, and the educational system move to support an economy changing from manufacturing to the more agile, innovative global economy of the 21<sup>st</sup> century. In fact, the Partnership for 21<sup>st</sup> Century Skills, a group of industry and education representatives, have come together to assist schools to address the educational needs of the 21<sup>st</sup> century including entrepreneurship as an important subject for all students.

- Entrepreneurship Record Keeping System: The DE is partnering with the Iowa Agricultural Development Authority to develop a computerized entrepreneurship record keeping system for secondary agriculture students. The goal is to increase the exposure of secondary students to entrepreneurship opportunities.
- Strategic Planning: The Business and Information Technology program management committee's strategic planning included entrepreneurship as one of the top four items to focus efforts. This committee will focus getting entrepreneurship tools into each business and information technology classroom the following year.



## Community College Responses

### Northeast Iowa Community College (NICC)

#### Activities:

- **Students In Free Enterprise (SIFE)** - A faculty member who was designated as a Sam Walton Fellow advises and coordinates a student entrepreneurial group.
- **AAS Degree in Cosmetology** - The new Cosmetology Associate of Applied Science (AAS) degree prepares graduates to work in a full service salon and/or allows them to work towards salon ownership and professional management.
- **New Diploma and AAS in Massage Therapy** - The new diploma program will prepare students to use the principles and procedures of massage. The program will ladder into a new AAS Massage Therapy Specialist program. Employment opportunities include hospitals, spas, salons, health clubs, and sports medicine facilities.
- **Nail Technology Certificate** - This program represents a comprehensive study and implementation of the art of manicuring, pedicuring, artificial nails, and nail art. Employment opportunities include salons, spas, health clubs, and private business.
- **Enology/Viticulture** – Northeast Iowa Community College, as a member of the Viticulture and Enology Science and Technology Alliance (VESTA), is a sub-recipient of a significant grant from the National Science Foundation (NSF) for a renewable three-year grant in the amount of \$756,343. Grape growing and winemaking is a developing industry in northeast Iowa and other areas. The grant was entrusted to Southwest Missouri State University (SMSU) to form the partnership with NICC, SMSU-West Plains, SMSU-Mountain Grove, and Shawnee Community College to offer self-sustaining educational programs to prepare undergraduates to meet the projected needs for skilled wine industry workers.
- **Continuing Education** - Continuing Education coordinators specialize in the development of programs, from computer to specialized skills in response to business needs.
- **Town Clock Center for Professional Development** – Northeast Iowa Community College has opened a professional development center in Dubuque to better service the education and training needs for the area workforce.



## **North Iowa Area Community College (NIACC)**

### **Entrepreneurship Education Program Development**

- **Associate in Science (Business) Entrepreneurship Degree** - The NIACC John Pappajohn and Business Entrepreneurial Center is establishing an Associate in Science (Business) Entrepreneurship Degree. The degree program will provide students with an understanding of the many facets of entrepreneurship. Students will learn the process of identifying a business opportunity and developing an organization to establish a new venture. The curriculum will provide students with the proper tools to evaluate the feasibility of a new venture and to identify the available resources for assisting an entrepreneur during the startup phase of the business. Once a new venture has been launched, a new, divergent set of challenges faces the entrepreneur. The students will learn strategic planning, financial management, marketing, human resources management, and operation skills. Students will also receive instruction in managerial functions associated with owning a small business. To meet the degree requirements, students will complete a 60-credit-hour program.

2003-2004: For the first year of the Associate in Science (Business) Entrepreneurship Degree program, a total of 15 students were enrolled in the degree program. Enrollment in all for credit entrepreneurship classes was 80 students.

- **The John Pappajohn Entrepreneurial Certificate Program** - The John Pappajohn Entrepreneurial certificate program is designed for the aspiring student entrepreneur and is ideal for any student that someday would like to own and operate a business. Students will be able to explore a new business idea, conduct market research, prepare marketing and financial plans, and learn basic skills on how to own, operate, and manage the business. To meet the certificate requirements, students will complete an 18-hour certificate program.

2003-2004: Three students have completed the certificate program during the first year the program was offered.

- **North Iowa Area Community College Pappajohn Entrepreneurial Scholarships** - John and Mary Pappajohn have provided funding to allow students to pursue entrepreneurial education through a NIACC Foundation scholarship. Students enrolling in the Associate in Science (Business) Entrepreneurship degree may apply to receive \$2000 for the four-semester program. Students enrolling full-time in the John Pappajohn Entrepreneurial certificate program may receive a \$1000 scholarship and, if enrolled part-time, may receive a \$500 scholarship. Students wishing to enroll in one of the entrepreneurial courses as an elective may apply to receive a \$500 scholarship for each entrepreneurial class they enroll in and successfully complete.



2003-2004: A total of 28 scholarships were awarded to students participating in the Associate in Science (Business) Entrepreneurship degree program and the John Pappajohn Entrepreneurial certificate program this academic year. Scholarships were also awarded to students taking entrepreneurship courses as electives.

- **Pappajohn New Venture Business Plan Competition** - John Pappajohn and Equity Dynamics, Inc., sponsored a statewide business plan competition for students across Iowa. Winners receive a \$5000 cash award to start the business. Business plans are submitted to one of the five John Pappajohn Entrepreneurial Centers, and each center evaluates its three best business plans to compete on a statewide basis. Every collegiate student enrolled in an Iowa school is eligible to participate. The regional winners then have the opportunity to share their plans with John Pappajohn. John and his staff then choose the three winning business plans.

2003-2004: This year, we had a record number of student business plans and students participating in our regional business plan competition. A total of six business plans were submitted for the competition represented by ten NIACC students. Three of the six business plans were submitted to compete in the state competition.

- **Noncredit Courses** - The college developed and delivered a wide range of workshops, seminars, and presentations to teach basic entrepreneurial skills and to encourage entrepreneurial activity. Noncredit programs were aimed at adult audiences as well as at youth as young as third grade. Programs offered in the past year include FastTrac New Venture, Smart Starts, IRS workshops, New Business Cash Flow Workshop, Young Entrepreneur Inventor Workshop, Youth Entrepreneurial Camp, and a Business Plan Writing Contest.

2003-2004: The Pappajohn Entrepreneurial Center delivered over 40 entrepreneurial and small business programs throughout the year and reached over 1100 Iowans.

### **Access to Capital: North Iowa Business Angel Network**

- **The Wellmark Venture Capital Fund** - This fund will allow the NIACC Pappajohn Entrepreneurial Center to assist approximately 30 entrepreneurs in starting their new business ventures. Business ventures that will impact their respective communities with well paying jobs will be sought. These ventures may also be of a nature that adds value to the communities from a quality-of-life perspective. The Wellmark Venture Capital Fund will extend an opportunity for capital to entrepreneurs with outstanding ideas and the entrepreneurial drive to start and grow a business.

2003-2004: The Wellmark Venture Capital Fund is currently taking applications for funding, The NIACC Pappajohn Entrepreneurial Center has received four applications and, to date, no businesses have been funded.



- **North Iowa Venture Capital Fund, LLC** - The overall purpose of this fund is to stimulate venture capital investments and to improve the quality and quantity of private investor activity in the North Iowa area. The NIACC Pappajohn Entrepreneurial Center (PEC) is currently assisting with the solicitation of funding from private individuals, banks, and corporations to create a Private Equity Venture Capital Fund comprised of 25-40 angel investors. The fund will be capitalized at \$1.5 million dollars, and the PEC will provide administrative support for the management of the fund. The North Iowa Venture Capital Fund (NIVCF) will look for equity opportunities primarily within the 11-county area of north central Iowa. The PEC has provided all legal and startup fees with assistance from the Iowa Department of Economic Development. The NIVCF will be implemented by fall 2003 and will be ready to begin investing into equity ventures.

2003-2004: The NIVCF was capitalized at \$1.67 million with 61 investors. These investors include individual accredited investors and accredited business investors. The fund has reviewed over 40 business plans and has made one investment in an Iowa-based firm for \$100,000.

### **Statewide Entrepreneurship Education**

- **Iowa Entrepreneurial Consortium** - The college continued to lead a collaborative effort with Iowa's community colleges and the University of Iowa to offer entrepreneurship education across the state through an effort known as the Iowa Entrepreneurial Consortium (IEC). The IEC offers FastTrac training in each Iowa community college district. FastTrac is a program that teaches aspiring and current entrepreneurs the skills necessary to start and grow a new business. In the past year, nearly 500 individuals from all four corners of the state received training. Surveys indicate nearly 45 percent of those people will start some type of business in Iowa within one year.

2003-2004: For the current year, IEC has provided FastTrac feasibility and business plan training to nearly 400 Iowans. Over the past seven years, 2500 Iowans have taken a FastTrac Class and over 300 new businesses have been created.

### **New Projects for 2003-2004**

The PEC has several new projects that are being considered for development to help broaden the scope and depth to which entrepreneurship is being offered in the region.

- **Coleman Entrepreneurship Awareness Grant** - The PEC currently has applied for a Coleman grant that will help fund a program that will deliver entrepreneurship education campus-wide and reach nearly 80 percent of all students attending NIACC.
- **Business Incubation** - A feasibility study is currently being conducted on the creation of a business incubator to help companies during the start-up phases of the business.



- **Entrepreneurship Symposium for Elected Officials** - This symposium will provide locally elected officials with a better understanding of the unique characteristics and needs of new and growing entrepreneurial firms.
- **Intra-Entrepreneurship** - Iowa has many mature industries that, by nature, have an economic model focused on efficiencies and productivity and not necessarily on innovation. This program will be designed to teach businesses and industries how to be more entrepreneurial. The intended results will be to work with management and employees on how to recognize new opportunities and evaluate the risks associated with pursuing these opportunities.

### **Iowa Lakes Community College (ILCC)**

#### **Continuing Education –**

- Provided seminars in all five counties targeted at entrepreneurs and potential new business owners.

#### **Small Business Development Center –**

- Significantly increased number of clients served.
- Provided additional opportunities for residents interested in establishing and growing their own business through workshops.
- Expanded the availability of services to entrepreneurs.
- Expanded the availability of technological services.
- Continued to provide an equitable distribution of services.
- Partnered directly with 31 banks in the region.
- Coordinated three workshops with SCORE.

### **Northwest Iowa Community College (NCC)**

- **Entre Prep Program** - Despite a 75 percent cut in funding from the Kaufman Foundation, sufficient resources were obtained to continue this program that develops awareness, interest, and basic skills by high school youth in starting a business.

### **Iowa Central Community College (ICCC)**

Iowa Central is working with the economic development committees in each of the counties to expand available training for entrepreneurs and small business owners. This will allow more information to reach a broader range of individuals and small business owners. The Small Business Development Center (SBDC) presented the Strategy Summit, Reaching New Heights to businesses on January 7-8, 2004. The two-day workshop was a great success and a similar workshop will be presented in March 2005.



Smart Start classes are required for all new business start-up clients. This generates \$25 per person to go into the contribution account of the SBDC. The center also receives funding for managing the Occupational Safety and Health Administration (OSHA) component of the Compliance Alliance program. The SBDC entered a client into the Ernst & Young/Microsoft competition for Entrepreneur of the Year. By just entering a client in the competition, the SBDC Center will receive \$5,000 in software to enhance the existing system capabilities.

The SBDC assists clients with market research and market feasibility. It also utilizes the resources available through Iowa Central to expand their resource base. Local economic development directors and agencies are called upon to produce continual feedback as to what the needs of their respective communities are. The SBDC is continuously updating and expanding its resource library to meet the changing needs of the Iowa Central SBDC clients, specifically in the area of government procurement and contracting. The center currently has a client working on getting on the preferred list through the Department of Inspections and Appeals. There are an increased number of established and aspiring women business owners among the clientele.

Collaboration of organizations through the committees has expanded the amount of options and opportunities the center is able to offer clients. Iowa Central has grant money available for training and many different types of trainings are available through the 260E & F programs. The center director has been able to use some of these training materials while out on calls for clients, which increases the effectiveness as an organization.

The curriculum the SBDC Center was designed for a new entrepreneurial certification through Iowa Central will be implemented next fall. It will consist of the following to complete the program:

Fall Semester – Principles of Entrepreneurship  
Spring Semester – Managing the Venture; and Seminar of SBDC

With the seminar class, students will work with the SBDC director or a new start-up venture. This will help the director with managing required activities for the Small Business Administration (SBA) and the state SBDC office. It will also give new start-up ventures to acquire some labor help for one business, entrepreneurship, and the SBDC.

There is a SBDC Entrepreneurial Scholarship Fund. This fund was established to give more students an opportunity to attend college and to allow small business owners to donate smaller amounts of money. The money is divided between the SBDC contribution account and the scholarship account.

The SBDC Center director works with bankers, chambers, economic development groups and other area organizations to assist entrepreneurs and existing small businesses with start-up or expansion opportunities. The director is also a member of several committees and is an avid participant at community functions within the seven county area.



### **Iowa Valley Community College District (IVCCD)**

Iowa Valley Community College District has partnered with the Marshalltown Central Business District – A Main Street Community – to offer small business workshops, all the way from start-up information to managing an existing business. Iowa Valley Continuing Education partnered with the Marshalltown Chamber of Commerce to host a Home-Based Business Fair. Small business start-up curriculum is being sought in Spanish and information meetings in Spanish are being planned.

Iowa Valley Community College District has submitted for state approval, a degree program in Sustainable and Entrepreneurial Agriculture. The program offers a 12-credit Entrepreneurial Certificate program that will prepare students to grow or expand their own business using their acquired skills in niche marketing, computer-based accounting, and human resources.

The goal of the Sustainable and Entrepreneurial program is to teach students how to be self-sufficient in an ever-changing economy. More than ever, this requires one to branch out on their own business venture whether it is in agriculture or hairstyling. Completers of this entrepreneurial segment will be equipped with up-to-date skills that will increase their likelihood of economic sustainability.

### **Hawkeye Community College (HCC)**

- The college's technical programs began an initiative to include an entrepreneurial course as either a required or elective part of the curriculum. The Collision and Repair, Auto Mechanics, Diesel Engine, and Ag Power programs began offering this elective in the fall of 2003.

### **Eastern Iowa Community College District (EICCD)**

Through the Small Business Development Center, EICCD offers a variety of programs included but not limited to: How to Write a Business Plan, Seeking Financing, Financial Management for the Non-financial Manager, How to Read a Balance Sheet, Talking to your Banker, QuickBooks, etc. In addition, EICCD periodically offer FastTrac, a program designed to enhance the skills of individuals who have been in business for a year or more.

### **Kirkwood Community College (KCC)**

- Kirkwood Community College provides extensive opportunities for entrepreneurial development through the credit and noncredit departments of the college. A number of general business management and specific business skills courses are taught for credit to students from all parts of the college and community.



- In addition, the college offers noncredit course work and one-on-one business development counseling through the KCC Small Business Development Center. The center offers the very popular Fast Trac New Venture class. In addition, the center enrolls hundreds of students in the “How to Really Start your own Business Seminar,” that is co-sponsored with the Cedar Rapids SCORE Chapter. Short-term classes are offered in business management topics and the Iowa Department of Revenue co-sponsors an extensive list of tax-related short courses with the center. In the last year, 425 individuals attended training sessions and logged more than 2300 hours of training.
- Individualized business development counseling is offered at no fee through the cooperation of the US Small Business Administration and funding of the Iowa Legislature. In the last year, over 225 clients were counseled at this center resulting in nearly 800 hours of one-on-one developmental consulting.
- The college has participated with a number of community-based business development groups over the years. Today, Kirkwood belongs to the Cedar Rapids-based Entrepreneurial Development Center (EDC) that is sponsored by the area Chamber of Commerce. The EDC was formed this year to facilitate the growth of new companies that have proven products and are scalable. The EDC specializes in matching those companies with angel investors and in providing highly experienced mentors to the companies.

#### **Des Moines Area Community College (DMACC)**

- Des Moines Area Community College participates in the Entrepreneurial FastTrac training program.
  - a) For start-up entrepreneurs.
  - c) For the business owner who seeks expertise in marketing, management, and strategic planning.
- DMACC and Iowa State University have formed a committee to explore a significant joint venture in entrepreneurial training to be offered at the Pappajohn Center (Des Moines Higher Ed Center) upon its opening, fall 2004-05.
- DMACC partners with Senior Corp of Retired Executives (SCORE) in the delivery of small business workshops held each month.
- DMACC introduced Successful Franchising in 2004 to support those interested in being in business for themselves.

#### **Western Iowa Tech Community College (WITCC)**

Western Iowa Tech Community College continued to offer the FastTrac Entrepreneurship program with record level enrollments. An associate's degree in Technical Business Management was initiated in 2003/2004 that was focused on entrepreneurs.

The college applied for a grant to launch an "Accelerated Certificate in Entrepreneurship" program, a ten-week "boot camp" learning model that integrates credit and noncredit coursework to help students acquire the skills and knowledge to successfully establish, build, manage, and operate their own self-employment businesses. The program will be offered fall 2004.



Western Iowa Tech Community continued to offer courses designed for people who want to start their own businesses. Topics include payroll, technical/mechanical skills, advertising, and decision-making.

### **Iowa Western Community College (IWCC)**

- The Iowa Western Center for Business and Industry re-established its Small Business Development Center in the region. A 28E agreement between Southwestern Community College and Iowa Western Community College will provide a structure to expand services throughout southwest Iowa.
- The Continuing Education Division offered diverse programs to business and industry using on-site and distance learning programs.

### **Southwestern Community College (SWCC)**

#### **Entrepreneurship**

Southwestern Community College and Iowa Western Community College have partnered to once again offer Small Business Development Center (SBDC) services to southwest Iowa. The college will be offering Smart Start (a three-hour class on starting your own business) twice a month. In addition, one-on-one counseling will be available for individuals starting their own business.

### **Indian Hills Community College (IHCC)**

Indian Hills Community College's Small Business Development Center is growing its small business management workshops as well as FastTrac programs. The college is developing an Entrepreneurship and Leadership Institute over the next few years to enhance services and opportunities for Area 15 entrepreneurs to establish and grow their own businesses.

The college is developing an entrepreneurship certificate and diploma.

### **Southeastern Community College (SCC)**

Small Business Development Center (SBDC) works with existing businesses to develop their product, service, marketing materials, etc. to enhance the success of the business.

SBDC sees clients interested in starting their own businesses. Clients receive free one-on-one counseling on business plan writing, sources of capital, legal issues, and business management throughout southeast Iowa.

FastTrac, Quick Books, Wage and Hour, Tax Preparation and Tips for Unemployment Hearings are examples of programs offered to Iowan's interested in small businesses.

Center for Business and Industry Services (CBIS) personnel participate in Small Business week activities in conjunction with local Chambers of Commerce.



CBIS supports the newly formed Southeast Iowa Entrepreneurial Center in downtown Burlington by offering training to center occupants as well as business consulting from the SBDC.

The Great River Regional Business Information Center (BIC) continues to operate as a resource for area enterprises. It provides a one-stop location where new or existing small businesses can access information and assistance to develop business ideas. It includes an extensive small business reference library, computer software and hardware, and management videos. In addition to self-help software and reference material, the BIC offers one-on-one free business counseling. The BIC is located in the Fred Karre Memorial Library on the campus of Southeastern Community College in Keokuk.



Goal #2: Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

Initiative C: Strengthen linkages between Iowa Workforce Development, Iowa Department of Economic Development, Iowa Department of Education, and Iowa's system of community colleges to better coordinate preparation of Iowa's 21<sup>st</sup> century workforce and to grow Iowa's economy.

## **Department of Education Response**

### Linkages

- Governor's Small Business Council - Iowa Department of Education staff attends the Governor's Small Business Council meeting which has opened discussions about projects between the Iowa Department of Economic Development and the Iowa Department of Education. The Governor's Small Business Council participates in the entrepreneurial program management committee that serves secondary and postsecondary education to develop entrepreneurial curriculum.
- Career Development Resources – The Iowa Center for Career and Occupational Resources (ICCOR) continued to work with Iowa Workforce Development (IWD) state and local staff to provide training opportunities for development of local expertise in career development resources (Iowa Choices training, Working Ahead career development facilitator training) and promote use of information data available from the Labor Market Information Unit, and IWD.
- National Certification - Western Iowa Tech Community College offered the Working Ahead curriculum for staff of the local Workforce Development Center as part of their move for national certification of staff. Twenty-two staff were trained and made eligible for national certification.
- Workforce and Economic Development Report - Workforce and Economic Development training and retraining programs were delivered by Iowa community colleges and monitored by the Iowa Department of Economic Development. Local community college data is reported to the Iowa Department of Education by four separate areas. The areas include Iowa Industrial New Jobs Training Programs (260E), Iowa Jobs Training Programs (260F), Accelerated Career Education-ACE (260G), and Apprenticeship Programs. Data is compiled into state level reports and are available in the Condition of Iowa Community Colleges 2003 and can be found at the website <http://www.state.ia.us/educate/ccwp/cc/reports.html>.



- Targeted Industries - Targeted Industries programs are industry clusters identified by the Governor of Iowa that provide quality jobs and wages for Iowa workers through growth of Iowa's economy. Three clusters include: 1) Life Sciences, applying a range of technological disciplines to develop food, pharmaceutical, microbial and chemical products and processes, and medical devices to improve human and animal health, nutrition, the environment and quality of life; 2) Information Solutions, including software development, insurance and financial services, and telecommunications services; and 3) Advanced Manufacturing, focusing on development of manufacturing systems and procedures that utilize the latest technology and highly skilled workforce. Local community college data is reported to the Iowa Department of Education. State level reports are available in the Condition of Iowa Community Colleges Report 2003.
- The National Crosswalk Service Center - The National Crosswalk Service Center continues to provide tools which are used to establish and maintain the information infrastructure needed to provide the common language and coding foundation architecture between economic, educational and labor exchange systems. The National Crosswalk Service Center produces standardized files and prototypes especially for a national labor market requirement called the America's Labor Market Information System (ALMIS) Database. The database standardizes data from a variety of sources. Capacity building for local staff for business services is one of the goals of a national website Workforce Tools of the Trade (<http://www.workforcetools.org/default.asp>). National Crosswalk Service Center staff chaired the primary "governance" structure for this product until the structure was reorganized.
- Cutting Beyond the Edge - The business and information technology program management committee continued their efforts in strategic planning entitled Cutting Beyond the Edge. The purpose of these planning sessions was to bring business education leaders together to create mapping for the positioning and growth of the profession in answer to the emerging economy. Areas identified were Image, Global Perspective, Entrepreneurship, and Assessment. Plans were developed for each of these areas.
- Workforce Investment Act (WIA) Section 503 Incentive Grant - The Division has collaborated with the Iowa Department of Workforce Development in the preparation of a successful grant application for \$750,000 to the U.S. Departments of Education and Labor to fund an Iowa family literacy and workforce preparation pilot program. One level of program activity, to be conducted by the Division, will concentrate on systemic change by establishing a literacy model that enhances role of the family in promoting academic achievement as a necessary prerequisite for successful employment in Iowa's 21st-century economy. The grant will also focus on achieving direct literacy gains for jobseekers to accompany the development of their technology skills, basic education, and soft skills. This level of program activity will occur within Iowa's one-stop system and will be conducted by Workforce Development.



## **Community College Responses**

### **Iowa Western Community College**

Iowa Western Community College has diverse initiatives to develop and strengthen linkages with economic partners. They include:

- Business Service representative to address the workforce development needs of area employers.
- Implemented “National Emergency” grant to assist retraining workers displaced when American Agri-Insurance Company closed.
- Submitted Iowa Values Fund application to pursue noncredit programs in manufacturing and a new credit career program in the health field.
- Completed 260F training programs involving over eight companies and 143 participants.
- Supported the solid waste planning efforts of Region 13 communities.







**Goal #2:** Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

**Initiative D:** Strengthen the relationships between Iowa's system of community colleges and the systems serving individuals with disabilities, the incarcerated, welfare participants, single parents and displaced homemakers, older and immigrant workers, and high school dropouts in order to prepare them to be more productive workers.

### **System-Wide Responses Contributed by Community College Liaison Groups**

#### **Chief Academic Officers**

The Chief Academic Officers (CAO) were involved in discussion about various services for high school dropouts, General Education Development (GED), high school completion courses and programs, and alternative programs. Many CAO's participated in a daylong meeting held by the Department of Education to discuss the impact of No Child Left Behind on these programs.

#### **Chief Student Services Administrators**

Representatives from the Cooney Law Firm in Des Moines presented a session to all Chief Student Services Administrators in February 2004 on the topics of Student Services Policies and Legal Issues. They provided the group with two handouts: (1) Student Handbooks, Policies and Procedures; and (2) Accommodating Students with Disabilities in Higher Education.

### **Community College Responses**

#### **Northeast Iowa Community College (NICC)**

- **Outreach** - Adult Re-Entry staff maintain weekly office hours at two area Iowa Workforce Development Centers in order to create better and easier access to education for persons of all socioeconomic levels. Staff provides workshops to Promise Job clients and to dislocated workers through the Iowa Advantage Initiative. Adult Re-Entry also maintains an advisory board comprised of staff from the area Department of Human Services, community action agencies, Department of Corrections, an economic development director, Proteus outreach specialist, Promise Jobs specialist, Iowa Workforce Development director, and students. The Advisory Board serves as a communication arm of the program by distributing information about nontraditional career activities and referring individuals to the college.



- **Displaced homemakers/single parents/female criminal offenders** - The Adult Re-Entry program provides additional support services to displaced homemakers, single parents, and female criminal offenders. These services include emergency financial assistance for textbooks, childcare, transportation, food, housing and other needs. Adult Re-Entry is a member of the Iowa New Choices Network for displaced homemakers, single parents, and female criminal offenders.
- **Coordinated Service Providers (CSP)** – Northeast Iowa Community College is a major partner with the East Central Intergovernmental Agency (ECIA), Workforce Investment Act, Iowa Workforce Development, Iowa Department of Human Resources, Vocational Rehabilitation, Northeast Iowa Community Action, Proteus, and Upper Explorerland Workforce Investment Act. These providers constitute the CSP within NICC’s district and coordinate meeting the needs of those with disabilities, welfare participants, single parent, older workers, and high school dropouts. The CSP work close together to assure needs are met but that resources are not duplicated.
- **Partnership with Helping Services of Northeast Iowa** – Northeast Iowa Community College’s CISCO Adobe Web Design class was looking for a “real-life” project to work on when they decided to partner with Helping Services. The organization had put off having a web presence because of financial resources necessary to complete a site. The partnership between NICC and Helping Services was a win-win situation for all involved. Northeast Iowa Community College students got a great hands-on learning experience and Helping Services now has a much needed website to promote their services and reach women and children they are there to serve. Helping Services also hopes the site will attract more volunteers and donations to their organization.

### **North Iowa Area Community College (NIACC)**

- **Adult Basic Education (ABE)** – North Iowa Area Community College’s ABE program has developed a highly sophisticated network of communication and relationships that work to insure a smooth flow of information for students who move from place to place throughout the state. General Education Development (GED) tests are scored electronically giving students access to their own personal information regardless of their physical location. This greatly simplifies enrollment in postsecondary schools and job attainment. Ease of transition and open information systems make postsecondary enrollment a more appealing option.
- **English as a Second Language (ESL)** – English as a Second Language classes provide opportunity for non-native speakers to learn on-the-job English or English one-by-one.
- **Corrections** - One class meets in the community corrections facility. The purpose of the class is to help students lead full and productive lives upon their release.
- **Community Partnerships** - The Learning Support Division partners with many agencies across north Iowa including Promise Jobs, Iowa Workforce Development Center, Community Action, North Iowa Vocational Center, and Opportunity Village. These partnerships and others provide moral, social, and/or financial support for students who return to school.



- **Postsecondary Programs for Nontraditional Students** – The college has comprehensive services in place to assist nontraditional students. Experiential learning helps returning students receive college credit for life and work experience. Students with documented learning disabilities can request accommodations. Staff members in the Student Learning Center read tests to students requesting this service. Vocational Rehabilitation maintains an office on the campus and representatives integrate services into mainstream college life for students with disabilities. Nontraditional schedules and course lengths are designed to encourage nontraditional students to consider re-entry into academic classes in order to prepare for productive careers.
- **Workforce Development Partnership** - The Workforce Development Partnership in the NIACC region has chosen to participate in a Disability Program Navigator Initiative Project. This Navigator will connect clients with services that support people with disabilities in meeting employment goals, will provide information about and connection to support services and programs, and will facilitate transition of school-age youth with disabilities into the workforce.

### **Iowa Lakes Community College (ILCC)**

- Provided **educational opportunities** for Iowans in transition through five alternative high schools, Adult Basic Education programs, and the Iowa Lakes Success Center.
- Provided **career exploration** and job skill improvement opportunities through the Career Resource Center.
- Provided student professional development seminars on Sexual Harassment, Work Environment, Stress Management, Time Management, Opportunities/Benefits in Nontraditional Careers, Financial Strategies, Interviewing Skills, Business Etiquette, and Conflict Resolution.

#### **Iowa Commission on the Status of Women Grant –**

- Provided financial support to persons with disabilities, the incarcerated, welfare participants, single parents and displaced homemakers as they pursued additional education or job skills training.

### **Northwest Iowa Community College (NCC)**

- **Village Northwest Unlimited** – Northwest Iowa Community College has a long history of working closely with Village Northwest Unlimited and the Transitional Training Center in Sheldon to provide classroom and individualized training and basics in life skills. The Village serves the mentally and physically handicapped and the Transitional Training Center serves individuals with head injuries and brain trauma.



- **Adult Basic Education (ABE) Program and Use of CASAS** – Northwest Iowa Community College, like all ABE programs in Iowa, use the CASAS for assessment and instruction of adult basic skills: primarily reading, writing, and math. Monthly staff meetings provide constant and consistent utilization of the competency-based instructional system. Two ABE instructors and the ABE coordinator are state trainers for the CASAS system. The extended scale of CASAS includes the Providing Options for the Workplace, Education, and Rehabilitation (POWER), a component for adults with developmental disabilities. Northwest Iowa Community College is fortunate to have one of the CASAS national trainers associated with their ABE program.

Tracking of Programs and Students (TOPSpro) is the software database system for CASAS and one of the NCC ABE program staff is the State of Iowa trainer and a TOPSpro national trainer.

- **Alternative High School** - Sixty-six individuals of high school age who were on the fast track to becoming a drop out, attended the Northwest Iowa Alternative High School program. As a result of progress made, 16 of those individuals completed their high school diploma during the year. Many will continue as the program covers all four years of high school education.
- **TRIO** - An additional half-time position was added to the TRIO program to provide more staff time to work with displaced homemakers and single parents who are a part of that program.
- **Secondary Programs by AEA 4 at Northwest Iowa Community College (SPAN)** - This cooperative effort between NCC and AEA 4 resulted in the placement of an AEA special education staff person on the college campus, full-time to assist 5<sup>th</sup> year high school special-needs students in a program of study. Approximately 12 students were served under this program this year.

### **Iowa Central Community College (ICCC)**

Iowa Central, through a contract with the Iowa Department of Corrections, provides educational programming at the Fort Dodge Correctional Facility in Fort Dodge, Iowa and at the North Central Correctional Facility in Rockwell City, Iowa. The facilities are male medium security and male minimum-security institutions respectively. In addition to literacy, Title 1, and General Education Development (GED) completion programs, Iowa Central provides career and technical, undergraduate, and work readiness programs.

The career and technical classes are offered on-site at the Fort Dodge facility and are funded through a federal youth offender grant. Semester long carpentry and welding programs are offered year round. Trained carpenters and welders are in high demand in Iowa with graduates from the programs able to enter good paying jobs upon re-entry into the workplace. Contacts with prospective employers prior to release are common.



The undergraduate college classes are also offered on-site at the Fort Dodge facility and are also funded through the federal youth offender grant. The freshman and sophomore level core classes are intended to start the ex-offender toward the Associate of Arts (AA) degree and possibly a Bachelor of Arts (BA) degree. With most of today's employers requiring employees with education beyond high school, the undergraduate offerings enable the ex-offender to re-enter society with the higher level training necessary to succeed.

A work readiness program is offered at both correctional facilities. This program focuses on job-seeking and job-keeping objectives. This class, as are the GED and literacy programs, is funded through a state corrections education appropriation. The class includes instruction on career exploration, training opportunities, the paperwork of job seeking, role-playing interviews, and the concepts that contribute to keeping a job. The instruction approaches each objective from an ex-offender's viewpoint of re-entering the workplace and the obstacles he will encounter. The class also includes computer keyboarding and word processing training, skills needed in much of today's workplace.

The Student Success Center (SSC) works with area high schools for dropout prevention. The SSC fosters close ties with high school students, students' parents and guardians, counselors and administrators through publicity, student progress reports, and frequent personal contact. High school credit classes and GED testing are provided to students who are at risk of not graduating from high school or have already dropped out. In 2003-2004, 125 students took high school credit classes and 469 students took GED tests at Iowa Central.

### **Iowa Valley Community College District (IVCCD)**

Iowa Valley Community College District operates the Transition Alliance Program (TAP), developed with the Department of Vocational Rehabilitation Services (DVRS), Marshalltown High School, and Area Education Agency 6 to help students with disabilities transition from their high school experience to any postsecondary or job experience they choose to pursue. Students served through the Transition Alliance program are, or will be, entering the job market or college (Marshalltown Community College) after their program is completed.

As a partner in the Workforce Development Center (WDC), IVCCD staff receives numerous referrals for education or training for their WDC clients. There are frequent referrals from the Promise Jobs program, as well as from the older worker program. The Workforce Center staff interviews about 50 immigrants per week and provides them with information about the English as a Second Language (ESL) programs, General Education Development (GED) preparation, and other skill-based courses that might be appropriate.

### **Hawkeye Community College (HCC)**

- The college's TRIO Student Success Services serves students who are economically disadvantaged, first generation college students, and/or individuals with disabilities. One hundred sixty students meeting these criteria were served.



- Hawkeye Community College is the administrative entity for the Workforce Investment Act (WIA), Promise Jobs, and Welfare-to-Work under Workforce Development. The college also administers its own Metro Center and Martin Luther King, Jr. Center, which address these needs. The college will continue its network with existing partners that include Vocational Rehabilitation, Iowa Workforce Development, People's Clinic, Lutheran Social Services, Department of Human Services; Child Care Resource and Referral, MET Transit, Operation Threshold, Black Hawk County's public and private schools, financial institutions, and other community organizations.
- Funding from the Sunshine Ladies Foundation, Inc. in the amount of \$11,000 enables HCC to provide the SOARing program. The Sunshine Lady Foundation funds provide scholarship and support assistance funds that allow Martin Luther King Jr. Center staff of Hawkeye Community College to continue the supportive services as listed above for the at-risk females (single parents, displaced homemakers, welfare participants, etc.) that meet the SOARing eligibility requirements.
- Hawkeye Community College has offered Adult Basic Education (ABE) and General Education Development (GED) programs in the college's service area known as Merged Area 7 since 1966. All but three of 118 students who completed tests at HCC's Metro Center during 2002 passed, a passing rate of 97.5 percent.
- The ABE program served 1563 students in FY03. This year, 22 percent of the population, or 347 students, were immigrants learning English for daily living. Fourteen percent, or 224, of enrollees were involved in the corrections programs or incarcerated. Sixteen percent, or 252, of the population were single parents. 968 people come to HCC in FY03 to earn a GED. Approximately 194 of the adults we served in FY03 are disabled.
- Hawkeye Community College is working with the local AEA, Waterloo schools Special Education representative, and Vocational Rehabilitation to develop procedures for transition of high school students with special needs to the community college. The project develops a series of transition services for the targeted special education population beginning in the 9th grade and continuing through 12th grade. The project team will meet in August to develop the plan and proposed services.
- A second statewide meeting of community college disability coordinators was held in April to discuss issues related to documentation of disabilities, collaboration with the Department of Vocational Rehabilitation Services (DVRS), placement testing (COMPASS/ASSET/ CPP), and special orientations courses, and activities for students with disabilities.
- The Director of Student Development and Student Life participated in a statewide meeting of Disability Service providers from colleges, local education agencies, area education agencies, Vocational Rehabilitation, and the Department of Education dealing with the differences in the requirements for documentation of disabilities. The session was titled "Unraveling the Documentation Dilemma." Since that time, two subgroups have been meeting to develop uniform criteria for disability documentation for higher education and transition services for secondary students to higher education. A second meeting was held in May to discuss the proposed guidelines for disability documentation.
- A counselor from the DVRS is housed on Hawkeye's campus to provide services to qualified individuals with disabilities.



### **Eastern Iowa Community College District (EICCD)**

Eastern Iowa Community College District actively seeks funding and designs and delivers programs to serve the needs of individuals with disabilities. EICCD works with neighborhood programs, the court system, the K-12 system, and the Department of Human Services to offer programs to high needs individuals. Specific examples include a cooperative partnership with John Lewis Coffee House to train homeless individuals in the field of institutional food service. The college has offered programs where the parent works on their General Education Development (GED) while the child gets skill enhancement/remediation work. EICCD has had numerous programs to serve displaced homemakers, new immigrants, and others through its Adult Basic Education program.

Programs and activities offered this past year included: 1) the Homeless of Scott County Nutrition Support Coalition, a project to train staff, volunteers and homeless individuals to prepare nutritious wholesome meals; 2) the Iowa Paths project to expand competitive employment opportunities for individuals with disabilities; 3) the New Iowan program offered English as a Second Language (ESL) programs to prepare immigrant students for study in Information Technology, Certified Nursing Assistant, and Home Health Aids, and to offer Command Spanish for businesses; 4) the Special Needs project for school age handicapped and/or disadvantaged students to offer exploratory classes in Cosmetology, Commercial Housekeeping, Auto Mechanics, Landscaping and Child Care; 5) Promise Jobs, which offers career and technical services for welfare recipients; and 6) the WIA program to provide career and technical support services for disadvantaged and disabled persons within the district.

The EICCD Board also renewed a scholarship benefit for GED graduates to attend EICCD college credit courses.

### **Kirkwood Community College (KCC)**

- Students enrolled in Kirkwood's adult high school completion program and the four alternative programs are encouraged to participate in one of the eight Career Edge Academy programs in order to prepare for a more productive future. The Information Systems Management Academy and Health Science Academy each have sites in an alternative setting. The Automotive Technology and Computer Programming academies are available after normal school hours and at non-high school locations.
- Literacy and GED programs are provided at two correctional facilities served by Kirkwood. On-going budget cuts continue to reduce staff and educational services.
- Kirkwood's adult high school program supports students at the Area Substance Abuse Center (ASAC) and partners with Workforce Investment Act (WIA) staff to serve out-of-school youth with academic and work-based learning services.



- Through Kirkwood Skills-to-Employment office, much stronger linkages have been made. One-stop centers exist in both metro regions within the district and over 1,700 low-income youth and adults were served through the Workforce Investment Act programs, Promise Jobs, and Welfare-to-Work programs. The Regional Workforce Investment Board and the Chief Elected Officers Boards are comprised of local service providers, business partners, and elected officials. These Boards are actively engaging in the provision of services to individuals with disabilities, welfare participants, single parents, displaced homemakers, and high school dropouts. A strong relationship has been developed between Kirkwood Community College and Iowa Workforce Development to work cooperatively to address skills shortages in the region.

### **Des Moines Area Community College (DMACC)**

Service provided to individuals with disabilities, ex-offenders, and low income.

- Polk County Systems Change is an initiative that involves educating employers and agencies regarding a comprehensive best practice driven approach to helping individuals with functional disabilities and who have been involved with the correctional system and received public assistance with achieving, attaining, and advancing in the workplace.
- Luncheon keynote at the American's with Disabilities Association Conference July, 2002. Spoke on how and why we *should Collaborate through Systems Change*.
- Planned and co-hosted with the Iowa Department of Corrections and the Iowa Division of Vocational Rehabilitation Services a *Community Resource Fair* on March 27, 2003. Fifty-two service agencies were vendors and 271 people representing 170 community members and 101 correctional staff attended the fair.
- Planned and hosted the April 22, 2003 *Future Workforce Solutions Now!* Conference. One Hundred Forty-eight registered plus three walk-ins = 151 total registrations (49 employers and 102 agency staff).
- Designed eight workshops on removing barriers to obtaining and retraining employment for employers who hire and agencies who serve people with multiple barriers. Workshops include *Bridges Out of Poverty*, *Collaborating through Systems Change*, *Creating an Inclusive Workplace*, *Increasing Job Retention*, *Real Life: At the Workplace*, *Real Life: Resource Managing*, *Supervising New Entry-Level Employees*, *Windmills: Understanding Disability*.
- Provided workshop addressing gaps leading to low retention rates.
- Developed a keyword searchable database of over 300 community services and resources. This database is linked to the Community and Workforce Partnerships (CWP) website as a virtual one-stop-information center providing information and links to community resources and tools for agencies and employers to utilize when trying to increase employment options and retention rates.
- Co-hosed a break-out session at the Iowa Workforce Incentive *Blueprints for Success* conference in Ames on July 17 and 18, 2003.



Services to low income/high school dropouts.

- Construction Prep Alliance (Youth Build) is a comprehensive youth (18-24 year olds) and community development program that provides General Education Development (GED) instruction, basic skills development, leadership development, and construction/carpentry skills.

Construction Prep Alliance (Youth Build)

- 52 students served.
- 23 students completed program with 66 percent retention rate.
- Post program outcomes:  
Placement – 50 percent construction trades and 50 percent postsecondary education. Average starting salary of those who entered trades - \$10.78 plus \$7.04 benefits equals \$17.82 per hour.

Services to Ex-offenders.

- Going Home Re-Entry program seeks to improve community safety by providing transition services which include education, job training/placement, and related support services for serious and violent offenders (male and female) returning to the community.
  - 96 offenders served.
  - Services provided were education and related case management support.
  - 26 former offender participants enrolled in education.
  - 72 former offender participants employed during first six month post prison release.
  - 53 former offender participants maintained employment during the six month post prison release.
  - The Life Skills project offered to inmates at Fort Dodge, Mitchellville, and Newton Correctional Facilities is a combination of the Iowa Department of Corrections' Going Home Re-Entry project and DMACC's Training Academy-Career Link.

Recruitment Specialists are staff positions added to connect and engage under-served middle and high school populations of students (students of color, recent immigrants, low income, as well as first generation) to increase access and enrollment in college.

- Served 199 students (grades 5-postsecondary), which represented 15 high schools from metro Des Moines and surrounding areas (Des Moines, West Des Moines, Mt. Ayr, Johnston, Indianola, and SE Polk).
- Seventeen middle schools from metro Des Moines and surrounding areas (Des Moines, Johnston, West Central Valley, and West Des Moines).
- Presented 12 career workshops targeting the following areas:  
Health Career  
Practical Computer  
Financial Aid  
College Planning  
Goals for Your Success



Culinary Arts  
Fashion Design  
Job Skills  
Legal/Law

Single parents:

- Iowa New Choices assists single parents and Iowans in transition by helping them to prepare for work so they are able to support themselves and their family. Services include individual counseling, support services/referrals, workshops and seminars, life planning, career/academic support, career vocational training opportunities, and financial aid resources. Five hundred and twenty-five were served on the Urban, Boone, and Carroll campuses.

DMACC continuing education units (CEU) will be issued for coursework completed during a 12-week Keys program implemented at Newton Correctional Facility, Mitchellville, and Fort Dodge Corrections. Life skills, computer skills and vocational training will prepare qualified inmates for re-entry to the workplace.

- Developed classes which began in April 2004 serving 45 participants.
- Installed 16 computers in the Fort Dodge facility and upgraded 20 computers in the computer lab at the Iowa Correctional Institution for Women (ICIW) with software installed in all three institutions to teach computer classes.
- Developed Life Skills curriculum which provides 180 contact hours (15 hours per week for 12 weeks) of training. Key components include Bridges Out of Poverty, Conflict Resolution, Time Management, Goal Setting, Budgeting and Finances, Career Development, Job Readiness, and Community and Family Reunification. During those 12 weeks, the offenders will also receive 45 hours of computer class training in Microsoft Windows and Microsoft Professional Office Suite.
- Scheduled 60 hours of vocational training at the three correctional institutions (Newton, Mitchellville, and Fort Dodge) facilitated by DMACC's Continuing Education Department.

### **Western Iowa Tech Community College (WITCC)**

The Western Iowa Tech Adult Basic Education (ABE) program provides free literacy services to native and non-native English-speaking adults with educational functioning levels ranging from beginning literacy to below high school proficiency. The purposes of the ABE program are to 1) assist adults, including immigrants with limited English proficiency, to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; 2) assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and 3) assist adults in the completion of a General Education Development (GED) diploma and in the transition to postsecondary education and employment. The WITCC ABE program is comprised of adult literacy, basic skills, GED preparation, and English as a Second Language (ESL).



The WITCC ABE program focuses its outreach on those target populations set forth in Iowa's State Plan for Adult Basic Education including but not limited to able-bodied welfare recipients, low-wage earners, at-risk youth, person for whom English is their second language, high school dropouts, and other eligible populations (i.e. minorities, corrections, institutionalized).

Last year, the WITCC ABE program met or exceeded 14 of the 16 Iowa Department of Education benchmarks which include the core indicators of educational gains, pre/post assessment results, employment, enrollment in postsecondary education, and attainment of a GED.

### **Iowa Western Community College (IWCC)**

- Iowa Western had several on-going activities within this initiative that support these populations. The Center for Business and Industry and Workforce Development employed a Disability Navigator to work with disabled clients and address accessibility needs of partner agencies.
- The ABE/GED program has served all of these targeted groups. The Continuing Education division has:
  - a) Provided sheltered workshops to persons with disabilities.
  - b) Offered programs for incarcerated persons at the Clarinda Correctional Facility and the local county facility.
  - c) Taught classes to serve welfare recipients, single parents, and displaced homemakers in cooperation with our Workforce Development partners throughout southwest Iowa.
- Iowa Western's credit programs of study have been approved as eligible for clients served by Iowa, Nebraska, and Missouri Workforce Investment Act agencies. The approval process for Nebraska and Missouri has been updated annually in accordance with their states respective requirements. The college also has a TRIO grant that serves segments of these populations.

### **Southwestern Community College (SWCC)**

Southwestern Community College used Perkins III funds to establish seamless career pathways for special population students from area high schools, alternative high schools, and local service agencies into career and technical fields. This was accomplished by providing a transition coordinator to work with the Workforce Development Center, local area education agency (AEA), Workforce Investment Act (WIA), Promise Jobs, Area 14 high school counselors, and special education faculty.

### **Indian Hills Community College (IHCC)**

Indian Hills Community College conducted the following activities:

- Provided ABE/GED/ESL classes on site at Ottumwa elementary schools for parents of Hispanic students while the students are engaged in after school activities.



- Developmental education classes are available to the public as well as currently enrolled students.
- GED classes were provided to residents of local halfway houses and juvenile correctional facilities.
- ABE classes offered basic literacy (nonreaders to those with limited literacy).
- ABE offered skill upgrading in basic reading, writing, math skills, and in basic computer literacy.
- ABE provided noncredit ESL.
- Developmental Ed provided credit in ESL instruction.
- Developmental Education offered basic reading, writing, math skills, basic keyboarding, speed reading, critical thinking, job seeking/job keeping skills, international student seminar, services for students with disabilities, diversity training, equity training, assistance with college transfer, career decision-making workshops, study skills, and self advocacy workshops for students with disabilities.
- Customized Learning offered the state mandated driver improvement, foster parent/foster care, adoption classes, and coaching classes.
- Annual Transition Fair was conducted to transition students with disabilities from high school into career and technical programs co-sponsored by IHCC, the area education agency (AEA), and Vocational Rehabilitation.
- Bi-annual nontraditional Career Fair - A career exploration activity encouraging enrollment in nontraditional training and placement in nontraditional jobs.
- Alternative Learning Program - Local school districts place students in the community college for GED completion. All students are provided with career awareness information, information on IHCC programs, and are referred to the Educational Opportunity Center for assistance with completing college and financial aid applications.
- High School completion courses – Indian Hills Community College offers courses to students enrolled in high schools who are credits short for graduation.

### **Southeastern Community College (SCC)**

Southeastern Community College has submitted application materials to the Social Security Administration (SSA) to serve as an Employment Network. If approved, SCC will be able to provide career advising and placement services to area residents who present a “Ticket to Work” from the SSA.

Effective July 2004, SCC will have reorganized various positions to allow Adult Basic Education (ABE) programs and corrections to be coordinated and facilitated under one staff member vs. split between two, and to create a position with specific responsibilities to identify and encourage high school dropouts to enroll in the ABE program.

SCC expanded efforts with the Department of Corrections (DOC) to provide classes at Iowa State Penitentiary and Mount Pleasant Correctional Facility with increased funding provided by DOC in FY04.

A new initiative began in 2004 where classes are provided to students in the new Critical Care Unit (CCU) of the Iowa State Penitentiary.



The college continues developing relationships with area industry to educate non-native speakers of English through SCC's Adult Basic Education/English as a Second Language (ABE/ESL) program.

Efforts to work with area school districts to provide ABE/GED classes for high school dropouts continued throughout the year. A reorganization of SCC's Extended Services Division in July 2004 will lead to expanded efforts to actively recruit high school dropouts into ABE/GED programs.

The Workforce Center works with the Department of Corrections to provide structured job skill training for young ex-offenders.

The Workforce Center provides a direct path from Promise Jobs (program for Welfare Recipients) to work. The collocation of Promise Jobs, Department of Human Services, Iowa Workforce Development and Workforce Investment Act strengthens relationships to serve individuals in becoming more productive workers.







Goal #2: Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

Initiative E: Prioritize addition or expansion of programs and courses to those directly related to high-skill high-wage careers in advanced manufacturing, information solutions, and life sciences and demand occupations documented by regional skills studies.

## **Department of Education Response**

### **Expansion of Programs and Courses**

- Workforce and Economic Development Report - Workforce and Economic Development training and retraining programs were delivered by Iowa community colleges and monitored by the Iowa Department of Economic Development. Local community college data is reported to the Iowa Department of Education by four separate areas. The areas include Iowa Industrial New Jobs Training Programs (260E), Iowa Jobs Training Programs (260F), Accelerated Career Education-ACE (260G), and Apprenticeship Programs. Data is compiled into state level reports and are available in the Condition of Iowa Community Colleges 2003 and can be found at the web-site <http://www.state.ia.us/educate/ccwp/cc/reports.html>.
- Targeted Industries - Targeted Industries programs are industry clusters identified by the Governor of Iowa that provide quality jobs and wages for Iowa workers through growth of Iowa's economy. Local community college data is reported to the Iowa Department of Education. State level reports are available in the Condition of Iowa Community Colleges Report 2003.
- Cutting Beyond the Edge - The Business and Information Technology program management committee continued their efforts in strategic planning entitled Cutting Beyond the Edge. The purpose of these planning sessions was to bring business education leaders together to create mapping for the positioning and growth of the profession in answer to the emerging economy. Areas identified were Image, Global Perspective, Entrepreneurship, and Assessment. Plans were developed for each of these areas.

## **System-Wide Responses Contributed by Community College Liaison Groups**

### **Continuing Education Deans and Directors**

The Continuing Education Deans statewide group worked in cooperation with One Source Training, which was developed as a single point of contact to serve business and industry that requested training in multiple community college districts.



## **Community College Economic Developer/Contracted Training Liaison Group**

During FY04, all community colleges participated, coordinated and implemented a regional and statewide Skills 2006 survey. This survey is an assessment of employers' skill and employment needs. The Skills 2006 data is now being used by community colleges in the development of programs and services to meet employers' skill and employment needs.

In addition, 260G programs have been closely coordinated to reflect the needs in advanced manufacturing, information solutions, and life sciences.

### **Community College Responses**

#### **Northeast Iowa Community College (NICC)**

##### **Activities:**

- **Health – Surgical Tech and Respiratory Therapy** - These programs are joining with other community colleges and healthcare providers to increase workforce.
- **John Deere Ag Tech Program** – Northeast Iowa Community College has one of the largest John Deere public-private education partnerships on its Calmar campus. The John Deere Corporation provides state-of-the-art equipment and Deere dealers support student costs to attend this program.
- **Program Expansion** – Northeast Iowa Community College has added sections to the Automotive and Electrical programs to accommodate increased demand.
- **Dairy Center** – Northeast Iowa Community College partnered with Iowa State University Extension and local dairy farmers and agri-businesses to create Northeast Iowa Community-Based Dairy Foundation. The resulting Dairy Center is unique and aggressively responding to needs of the midwest dairy industry.
- **260 E, F & G** - These programs allow NICC to facilitate the training and retraining of the workforce in northeast Iowa. The programs assist in providing skilled training for those advancing into higher skilled occupations.
- **Grow Iowa Values Fund** – Northeast Iowa Community College uses 80 percent or more of these funds to train and retrain current employees and train new employees/students in high-skilled, high-wage careers.
- **Iowa Workforce Development (IWD)** – Northeast Iowa Community College utilizes IWD Laborshed Surveys and Labor Market Information to assess program expansions and additions into high-skilled, high-wage careers.

#### **North Iowa Area Community College (NIACC)**

- **Information Solutions** – North Iowa Area Community College implemented program revisions in Information Systems Technology, E-Commerce, Web Design and Development, and created a new program specialization in PC Technician in response to a needs analysis of the workforce and with the support of local advisory committees.



- **Information Solutions – Career Academies** - North Iowa Area Community College used Grow Iowa Values Fund dollars to design two new career academies to be implemented in fall 2004. One is in partnership with Charles City Community School and the other with Hampton- Dumont Schools.
- **Lean Manufacturing** – North Iowa Area Community College led the state in Lean Manufacturing training in 2003/2004.
- **Life Sciences** – North Iowa Area Community College, in partnership with the regional hospital and the Grow Iowa Values Fund, has expanded capacity in the Associate Degree Nursing program. In addition, NIACC has slightly expanded capacity in the Practical Nursing and Physical Therapist Assistant programs.

#### **Iowa Lakes Community College (ILCC)**

- Implemented Computer Forensics program.
- Outlined Wind Turbine Technology curriculum to respond to understanding renewable energy generation, equipment maintenance, and trouble-shooting. Students will be able to earn a diploma or an Associate in Applied Science degree.
- Implemented expansion of the nursing program to work toward meeting the demand for trained nurses.
- Committed to construct an agriculture technology building on the Emmetsburg campus that will integrate new technologies in response to business and industry demands.

#### **Northwest Iowa Community College (NCC)**

- **Life Sciences-Licensed Practical Nurse(LPN)** - Last fall, the part-time LPN extended program was started to facilitate scheduling for those students needing to take such a program on a part-time basis.
- **Life Sciences-Associate Degree Nursing (ADN)** - This past spring, a second section of ADN was added.
- **Life Sciences-Radiography** - The program identified for addition to the NCC instructional offering is Radiography Technology. Preliminary steps included obtaining support from local healthcare facilities, the identification of clinical sites, and identification of a full class of students. An inability to identify a qualified program director to allow for program accreditation caused the start date to be set back.
- **Skills 2006** - The college completed a Skills 2006 survey to obtain information on local need in three identified high-skill, high-wage areas.
- **Manufacturing** - The Trade and Technology Division developed and received approval for a new Advanced Standing Degree in Electrical Technology.
- **Information Technology** – Northwest Iowa Community College added “Introduction to Technology” to its course offerings to help students update and expand their skills in various technologies.



## **Iowa Central Community College (ICCC)**

The Industrial Laboratory Technician program is designed to prepare students with the knowledge and skills to work in highly technological vocations associated with the production of vaccines and pharmaceuticals. This program emphasizes the analytical skills of students and develops skills using sophisticated equipment in making precise measurements. The biotechnology in this program has major emphasis in areas of microbiology and chemistry. Great importance is placed on precision of procedures, accurate recordkeeping, and an understanding of the underlying reasons for manufacturing processes. These learned skills are applicable to careers in a wide range of biotechnology-related industries.

Medical transcription is a high skill and fast becoming a high wage area of employment. Students can attain an entry-level skill in about one year through Iowa Central's new Medical Transcription program. In partnership with Trinity Regional Medical Central and Trimark Physician's Group, students will gain a minimum of 216 hours of medical transcription experience. After completion of about three years of full-time work in a hospital or clinical setting, many medical transcriptionists work at home to provide services to large medical corporations worldwide. Some of the area home transcriptionists are reporting salaries of up to \$50 per hour.

Within the Manufacturing program, Iowa Central Community College has updated their equipment, such as their CNC Mills and has recently purchased a Wire Electric Discharge Machining (EDM) machine. They have also worked with the Computer Aided Drafting program working with rapid prototyping machining. The addition of these machines will aid in increasing the employability of students completing the Manufacturing program. Currently, the Manufacturing program has nearly 100 percent placement. The program is looking at purchasing a larger injection molding machine that will enable them to produce more complex molds and piece part, which will replicate an industrial experience.

In November 2002, a group of area dentists contacted Iowa Central about the shortage of dental hygienists in the north central area of Iowa. The dentists found the shortage prevented them from taking new patients as well as serving those in lower economic groups. Even though they had employees in their own offices that wanted to enter dental hygienists programs, they found the programs had waiting lists of two to three years. Graduates from programs located in urban areas are often unwilling to move to rural Iowa to work. Many graduates are also limited in their ability to relocate due to family commitments. On the other hand, the college has prospective students who are eagerly waiting to enter the program. Iowa Central plans to add a Dental Hygiene program to its offerings.



## **Iowa Valley Community College District (IVCCD)**

Iowa Valley Community College District has added a Swine Management and Heavy Highway Construction track to its curriculum to meet some of the current needs of industry in the district. The addition of CISCO certification to the Computer Networking Management program has enabled district students to remain up-to-date in high-wage computer careers. The Mechanical Design/CAD program computer hardware has been upgraded and software has been added to allow more 3D courses to be incorporated into the expanded program. Furthermore, high school students participating in Career Academy in Certified Nurse Aide and students participating in the expansion of the nursing program at the Grinnell site are helping IVCCD address the demand for nurses in the region.

Iowa Valley Continuing Education has funded the installation of a computerized skill simulation training system in the new downtown Education and Training Center. With this system, IVCCD will be able to provide skills training such as welding, basic electricity, and refrigeration that industry has identified as necessary. Industries can send one or two employees at a time, which is a benefit to them rather than trying to shut down a line to have employees trained at the same time. In addition, the center provides this training to the increasing number of Latino immigrants who are seeking career advancement within local industries. Non-native residents are benefiting from software that allows them to improve their English proficiency while learning skills in their native language.

An Advanced Manufacturing certificate program has been developed and is being delivered with one major employer. The high demand health careers field is also being addressed by intensive instruction for Spanish speaking students to prepare them for a progression through health careers. A new program is being developed in machine operator training specifically for another major employer.

## **Hawkeye Community College (HCC)**

- The college's physics lab at its Cedar Falls site has been converted to allow instruction in Life Sciences. This increases the college's ability to expand the number of sections of Life Sciences courses offered.
- Continued offering the EMC<sup>2</sup> Tech Prep program resulting in more students entering the CNC program and entering employment in the advanced manufacturing area.
- Continued the CNC program offered in partnership with John Deere.
- Initiated Tech Prep program development in the health occupations area with classes beginning summer 2003.
- Continued Cisco academy offerings.
- Conducted training for community emergency response teams in cooperation with One Source Training to promote and support delivery of statewide corporate training projects.
- Hawkeye Community College has partnered with Team Technologies in the Cedar Falls Technology Park to develop facilities for high-end Information Technology (IT) technical training for IT professionals.



- An Associates Degree in Biotechnology has been approved by the Department of Education to prepare graduates to work in the biotechnology industry as production technicians, information analysts, and to transfer to baccalaureate programs in Bioinformatics, Biotechnology and related fields in biology. Students will grow microbial, plant, and mammalian cells, recover their DNA and proteins, and analyze these macromolecules. They will follow good manufacturing practices by maintaining records in order to comply with quality assurance procedures and government regulations.
- **Advanced Manufacturing** – Hawkeye Community College received the first three quarters of the Grow Iowa Values Fund allocation (\$212,554) in March of 2004. As a result, three classes have been conducted involving 49 employees in Control Logic/Devisenet Maintenance training. A total of \$13,891 has been invoiced to Deere. This two-year, \$106,950 training program is just beginning and as a result, the benefits expected of expanding and stimulating the states economy, increasing the wealth of Iowans, and increasing the population of the state will be difficult to quantify. However, a major component of this training plan is Lean Manufacturing, which will be occurring over the next 1½ years. An earlier Lean Manufacturing training program at Deere was analyzed by an independent consultant. The study of this training program revealed that tangible savings were experience by John Deere Waterloo Works from this program. Lean Manufacturing, in conjunction with other projects and initiatives, contributed to an overall reduction in scrap, reclaim, inspection cost, and other defective material expense. Estimated savings from this trend alone is \$298,566. Forty percent, or \$119,426.40 of this cost savings is directly attributable to the training and implementation of the Lean Manufacturing philosophy.
- **Life Sciences** – Cedar Valley Economic Development Corporation (CVEDC) has identified Biotechnology as the centerpiece of future economic development for the region. Hawkeye Community College has started to strengthen the aforementioned attributes by developing the following specialized educational program and a technical assistance center for Biotechnology:
  - a) To develop and implement a 2+2 Tech Prep program (career academy) in Biotechnology.
  - b) To establish a Technical Assistance Center at the Cedar Valley Tech Works that will provide specialized technical assistance for biotech-related businesses.
  - c) To establish an interface with the Cedar Valley Tech Works portal program to offer college services through “webinars.”



### **Eastern Iowa Community College District (EICCD)**

The EICCD Manufacturing Center reflects Accelerated Career Education (ACE) support for Manufacturing Technology and regional job needs and the Muscatine Manufacturing Technology Center (MTC). The MTC in Davenport houses the ACT Center for critical job skills assessment and training on-demand curriculum to meet employment training needs. Each ACE application EICCD applies for is a program that is either in Advanced Manufacturing, Information Solutions, or Life Sciences. The MTC was built to expand EICCD capability to offer high tech manufacturing training. In fall 2004, the weekend nursing program was opened to expand capacity and increase access options for students. Plans are in place for a new Industrial Technology Center at Muscatine Community College. Plans for a new Process Technician Degree program are being made and will be offered in 2004, as well as new certificates in A+ and Networking.

Advanced Technology Environmental Education Center (ATEEC) curriculum and services include the Brownfield Initiative, a job development and employment program with the U.S. Environmental Protection Agency; and the Learning Anywhere Anytime Partnership with the U.S. Department of Education to prepare students for Environmental Technical certificates through Internet-based instruction.

### **Kirkwood Community College (KCC)**

- In 1998, Kirkwood conducted the regional Skills 2000 Survey in partnership with the local business community. That research was utilized to develop and implement eight new and expand the capacity of three existing, high-skill, high-wage credit degree and diploma programs utilizing the Accelerated Career Education (ACE) program. They included the following:
  - Computer Programming (Mainframe, ISeries & PC Programming)
  - Local Area Network Management
  - Microcomputer Specialist
  - Telecommunications Technology
  - Manufacturing Technology
  - Heating & Cooling Technology
  - Plumbing Technology
  - Diesel Truck Technology
  - Automotive Technology (expansion of existing program)
  - ADN Nursing Program (two expansions of existing program)
  - Surgical Technology (four region expansion of existing program)



- In 2003, the Cedar Rapids/Iowa City Technology Corridor Committee conducted the Skills 2006 study. In 1998, the Skills 2000 survey was conducted by a commission of local top executives with a primary focus on determining future employment and workforce skill needs. In this initial study, 33 large employers participated, predominately located on the north end of the Technology Corridor. The Skills 2006 survey is a reassessment of the original survey with several noticeable differences. The most substantial differences between the two studies are the number of companies surveyed and the geographic region examined. The Skills 2006 study identified 250 companies located throughout Kirkwood Community College's seven county service areas, with 153 companies responding with data. In addition to broadening the number of companies and geographic area surveyed, the new study included revised questions and data analysis tools from the previous report.
- In 2005, Kirkwood will add or expand the following technical programs with the support of the ACE program:
  - LPN Nursing Program (expansion of existing program)
  - Medical Assisting Program (expansion of existing program)
  - Electroneurodiagnostic Technology Program (expansion of existing program)
- The two skill surveys have also been used to guide the development of Kirkwood's Career Edge Academy partnerships with our region's high schools. Career Edge Academies address the need to provide high-skill, high-wage careers and in FY04, served over 1100 high school students in the following targeted areas:
  - a. Local Area Networking Academy
  - b. Information Systems Management Academy
  - c. Computer Programming Academy
  - d. Graphics & Media Academy
  - e. Engineering & Engineering Technology Academy
  - f. Health Science Academy
  - g. Automotive Technology Academy
  - h. Advanced Manufacturing – 2004-05
  - i. Agriscience – 2004-05

### **Des Moines Area Community College (DMACC)**

- New program in Mortuary Science at the Ankeny campus.
- New program in Fitness and Sports Management at the Boone campus, replacing the Exercise Science program.
- Expansion of Nursing, Early Childhood Education, and Automotive Technology programs to include offerings at the Urban campus.
- Reinstatement of the Entrepreneurship program.
- Updates and enhancements to the following programs:
  - Accounting programs.
  - Electronics and High-Tech programs.
  - Computer-Aided Design Technology program.
  - Manufacturing Technology program.
  - Management and Marketing programs.
  - Nursing programs.
  - Veterinary Technology.



DMACC established the following programs in response to high demand occupations in central Iowa:

1. Nursing programming has expanded on the Ankeny campus to allow for more students to be part of the programming and meet the needs of business and industry with our business partner of Iowa Methodist.
2. Advanced Manufacturing Technology has been expanded at the Ankeny campus and the Newton campus for high school students.
3. Industrial Electro-Mechanical Technology programs in Ankeny, Newton, and Carroll.
4. Certified Nurse Aide classes continue to expand significantly across the district with over 1000 students served again last year.
5. Auto Technology programming has expanded to the high school level.
6. Expanded Auto Collision program and John Deere Scholars program.
7. Recruitment for health careers through Accelerated Continuing Education (ACE) and high school dual enrollment programs.
8. Culinary Sciences has expanded at the high school and college levels to allow more students the opportunity to participate.
9. Expanded capacity in Agri-Business with business connection has been possible and will continue into next year.
10. ACE infrastructure has allowed lab and classroom growth in the Health and Culinary areas to increase capacity in both of these programs.

In Fall 2003, DMACC completed the **Skills 2006 Outlook**, a research study that seeks to quantify and evaluate the employment and training needs for the next three years in the areas of Advanced Manufacturing, Information Technology and Insurance, and Life Sciences which include the areas of Bio-Technology, Health Care Technology, and Nursing Care Technology.

The results of this study give DMACC a better picture of employment trends and employee training needs for success in the high performance, technology-driven workplaces. It will also provide objective data to public policy debates on the types of workers and education programs needed to meet the growth projections, changes in employment, demographics, and technology needs of companies over the next three to five years.

The objectives of the Skills 2006 Outlook survey and research study were to:

1. Determine the number of new and replacement workers anticipated between the years 2003-2006 in a selected sample of small, medium, and large-size businesses in central Iowa.
2. Evaluate the skill levels sought by employers over a broad range of jobs within their organizations.
3. Seek employers' opinions on workforce factors impeding their ability to grow or expand in this region.



This information was gathered via web-based surveys and focus groups with representatives of each target industry cluster.

The results of the workforce survey, as expected, show a slower hiring market compared to the 1998 Skills 2000 survey conducted by DMACC and the Greater Des Moines Partnership. The 39 companies surveyed represent a total employment base of 16,918 full-time equivalent (FTE) employees. These companies indicated they will need to hire a total of 3450 new and replacement workers within the next three years.

Community colleges remain an excellent source of training and education for a majority of the companies surveyed. The two best sources for training are internal (which community colleges can fund through Iowa's state job training funds, as well as Grow Iowa Values Fund) and traditional community college career and technical programs.

**Table 1. Anticipated New and Replacement Workers, 2003-2006**

	New	Replacement	Total
<b>Advanced Manufacturing – 33 Companies</b>			
Current Employment: 9769 FTE			
Executive/Management	102	199	301
Professional/Technical	92	133	225
Marketing/Sales	80	198	278
Clerical Support	56	84	140
Production	459	796	1255
<b>TOTAL</b>	<b>789</b>	<b>1410</b>	<b>2199</b>
<b>Information Technology – 13 Companies</b>			
Current Employment: 5049 FTE			
Executive/Management	78	71	149
Professional/Technical	174	72	246
Marketing/Sales	131	294	425
Clerical Support	75	136	211
Production	NA	NA	
<b>TOTAL</b>	<b>458</b>	<b>573</b>	<b>1031</b>
<b>Life Sciences – 3 Companies</b>			
Current Employment: 2100 FTE			
Executive/Management	40	23	63
Professional/Technical	35	18	53
Marketing/Sales	14	6	20
Clerical Support	11	9	20
Production	27	37	64
<b>TOTAL</b>	<b>127</b>	<b>93</b>	<b>220</b>
<b>GRAND TOTAL OF</b>	<b>1374</b>	<b>2976</b>	<b>3450</b>
<b>NEW AND REPLACEMENT JOBS</b>	<b>(40%)</b>	<b>(60%)</b>	



**Table 2. Top Five Anticipated and Expected Skill Sets for Future Workers**

Rank	Skill Set	Number of Responses
1	Team Work	37
2	Problem Solving	33
3	Communication Skills	31
4	Industry Specific Technical Skills	28
5	Customer Service	25

**Western Iowa Tech Community College (WITCC)**

A sample of programs and courses that have been added or expanded in target areas include:

- Biotechnology is a primary target of economic development efforts spearheaded by The Siouxland Initiative (TSI), Leadership Siouxland, and the economic development professionals representing local governments in the tri-state communities. As WITCC was researching the potential for a Biotechnology curriculum at its Sioux City campus, a group of young professionals within Leadership Siouxland was simultaneously evaluating the impact such an offering would have on regional economic development efforts. The result is a Biotechnology program that leads to an Associate of Science (AS) degree.
- The Police Science Department launched a new Associate degree in Forensic Investigation. Forensic Investigation is the collection, classification, and analysis of crime scene data. WITCC's program prepares students for entry-level employment in forensic investigation as crime scene technicians. The program curriculum includes classes on medical and legal death investigation, photography, criminalistics, and accident investigation.
- The college acquired a state-of-the-art IBM server for its instructional programs in Web and computer programming. WITCC is now able to provide students with training in WebSphere and LINUX (a free Unix-type operating system) in addition to its established programs in Windows and OS400. WebSphere is a leading software platform for delivering e-business on demand.
- Western Iowa Tech Community College added a class in Robotic Welding to its existing offerings in Manual Welding and Semi-Automatic Welding. Robotic Welding, which combines accuracy and repeatability, ensures that mass-produced parts are manufactured consistently. Throughout Siouxland and elsewhere, there are increased opportunities for operating, maintaining, designing and installing automated equipment and robots.

**Iowa Western Community College (IWCC)**

- In relation to this goal, Iowa Western has completed a National Science Foundation (NSF)/Advanced Technological Education (ATE) Design for Manufacturability grant program and integrated educational models into the Manufacturing Engineering Technology program.



- New and expanded Life Science programs have been facilitated. A new Paramedic Specialist Associate degree program was developed, and the Practical Nursing program continues to offer courses at major hospitals in the region in addition to on-campus classes.
- Computer studies curricula have been revised to reflect emerging software, P.C. support, and programming languages. Enhanced programs of study in Web Marketing and Publishing, Web Programming, Technical Support, Helpdesk, and Network Support and Administration have been developed.

### **Southwestern Community College (SWCC)**

#### **Accelerated Career Education (ACE)**

Southwestern Community College has developed three new programs at the request of business and industry. Through ACE funding and business partnerships, the college has been able to offer degrees in Ag Chemical Applicator and Business Systems Networking. The Manufacturing Technology competencies and sequence of courses has also been developed. Professionals in each of the three areas were used to design the curriculum to meet industry standards.

Southwestern Community College has also entered into an ACE agreement with Greater Community Hospital of Creston and Montgomery County Hospital of Red Oak to expand the Nursing program to meet area demands.

#### **Skills 2006**

Southwestern Community College participated in the SKILLS 2006 Survey with the other community colleges in Iowa. The employers responding to the survey represented Iowa's targeted clusters of Advanced Manufacturing, Information Technology and Life Sciences. The information gathered from this survey will aid Southwestern in developing training for future employees the area companies will need by the year 2006. The employers and Southwestern will be able to collaborate to build a targeted workforce for the future.

#### **Targeted Industry Cluster Programs**

Southwestern's initiatives in Business Systems Networking and Manufacturing Technology provided area students access to current technology and attract students from outside the merged area. Substantial investments in science facilities have supported courses in Chemistry and Biology to enhance required courses in the Nursing program. Southwestern continues development of program and facilities in Advanced Agricultural (Professional Applicator) Techniques, Computer Systems and Networks, and Industrial Processes (Electromechanical Technology).



### **Indian Hills Community College (IHCC)**

Indian Hills Community College is in the process of completing a statewide workforce training needs assessment of 50 biotechnology/bioprocessing companies in Iowa, funded by the Iowa Department of Economic Development (IDED). Based on data collected, IHCC's Iowa BioDevelopment Group will expand its workforce training options for Life Science industries throughout the state and beyond. Likewise, the curriculum for the AS Bioprocess Technician Degree program will be offered to other community colleges around the state as a "shared" program.

Indian Hills Community College's Rural Health Education Partnership program is also expanding its training options and accessibility throughout southern Iowa in the Life Sciences.

The college is currently developing a new high-skill program in the area of Software Game Programming. Additional program development will be based on industry need.

In FY04, the Surgical Technology program in cooperation with Kirkwood Community College was expanded to eight students and a Practical Nursing evening/weekend program was started with a minimum capacity of 16 students.

### **Southeastern Community College (SCC)**

Numerous courses offered through the Lean Manufacturing initiative to businesses all across Iowa.

The Center for Business and Industry Services (CBIS) has added industry-recognized computer certifications for the Microsoft Certified Systems Engineer (MCSE), Microsoft Certified Systems Administrator (MCSA), Cisco Certified Network Administrator (CCNA), A+, Microsoft Office Specialist (MOS), Desk Top Support, Leadership and Paralegal programs.

On-line courses which are instructor-led and results-oriented are increasing to make it possible for English and Spanish speaking individuals to upgrade work skills, learn a new talent, or chart a new career path at their own pace and convenience.

Instructional Technical curriculum is updated annually based on advisory committee input regarding skills required by changing technologies.







**Goal #2:** Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

**Initiative F:** Establish a single point-of-contact process to serve business and industries needing specific training programs delivered at multiple community colleges.

### **System-Wide Responses Contributed by Community College Liaison Groups**

#### **One Source Training—The Partnership of the Community Colleges of Iowa**

One Source Training was established through a 28E agreement with all the community colleges. The partnership with Iowa's 15 community colleges is designed to assist businesses, organizations, and governmental agencies to provide consistent quality training throughout the state of Iowa. One Source is a client's single point-of-contact to develop, schedule, and arrange the delivery of training at multiple Iowa locations utilizing the resources and expertise of the community colleges. One Source negotiates the training contract, including the pricing, trainer pay, and materials costs.

The accomplishments of One Source for FY04, the first full year of operation include:

- Contracts were signed with five new clients.
- 359 classes were held by 15 colleges at 49 different locations.
- 27,665 non-credit contact hours were generated.
- \$216,645 was billed to One Source clients.
- Three-year contract with Hy-Vee for the development and delivery of customized Spanish training programs for stores in Iowa and surrounding states. Twelve sessions have been offered in FY04.
- Agreement signed between the Association of Business and Industry (ABI) and One Source to provide training opportunities to ABI members throughout Iowa. Training to begin during the Fall 2004. One Source and Iowa Association of Community College Trustees (IACCT) will again sponsor a golf hole at the ABI Annual Conference in June.
- The Department of Emergency Management has selected One Source and the community colleges to be a key deliverer of Homeland Security Training. Forty-three homeland security classes were conducted around the state in the Fall 2003 and Spring 2004.
- Contracts were signed with three divisions of the U.S. Department of Agriculture – Farm Services Agency, Rural Development, and Natural Resources Conservation Services. The colleges delivered Microsoft Outlook XP and Office software products to over 1600 employees statewide. Three hundred and four classes were held.



- A contract has been signed with Kirkwood Community College to coordinate the statewide delivery of homeland security training to businesses. All the colleges will participate to deliver training to 6000 employees. Training began in May 2004, with 25 classes scheduled. Training is to be completed by October 2004.
- An agreement has been signed with Master Builders of Iowa for the development of a training partnership between the colleges and the association. Four focus group sessions for contractors have been conducted to determine training needs. Training could begin in the fall of 2004.
- Website – <http://www.onesourcetrainingiowa.org/> is operational.
- One Source is staffed with a full-time Executive Director and two part-time administrative staff.
- The Executive Director made presentations about One Source to the Iowa State University/Leadership Institute for a New Century (LINC) and Community College Leadership Initiative Consortium (CLIC) groups.
- A presentation was also made at the Missouri Valley Adult Education Association Conference in April 2004.

### **Community College Economic Developer/Contracted Training Liaison Group**

This group worked closely with One Source Training, the community college joint training initiative. Several members of the Economic Developer/Contracted Training Liaison Group serve on the Operations Committee of One Source. At all monthly meetings, One Source provides an update on all activities and projects to the group. The Economic Developer Group provides the first tier of contact for One Source and ensures client needs are met.

## **Community College Responses**

### **Northeast Iowa Community College (NICC)**

- **Vice-President for Economic Development Services** - This NICC position serves as the coordinating point-of-contact for business and industry in northeast Iowa. Northeast Iowa Community College also employs representatives in the five largest communities in its district to serve as on-site coordinators.
- **One Source Training** - The community colleges of Iowa have created a statewide corporate training institute called “One Source Training” to respond to this. The goal of One Source Training is to provide consistent training to businesses that have multiple sites within the state/region. This is done through one contact, using a consistent, custom-designed curriculum and uniform pricing, no matter where the training is delivered.



### **North Iowa Area Community College (NIACC)**

- All 15 of Iowa's community colleges have participated in the creation of an entity that we call ***One Source Training***. Its purpose is to provide a single point-of-contact to ensure that businesses and industries have a convenient hassle-free and responsive method of obtaining consistent curriculum, consistent pricing, and consistent course delivery throughout Iowa.
- One Source Training employs a full-time Executive Director and a part-time assistant. In addition to completing several small projects, contracts for several major projects were signed. These major initiatives include statewide delivery of Spanish language training for the Hy-Vee stores, an agreement with the Association of Business and Industry (ABI) to partner in the offering of training for all of their business members, an agreement with the Emergency Management Department to offer courses related to terrorism response, and a partnership with the U.S. Department of Agriculture (USDA) to offer computer training to several agencies in that department.

### **Iowa Lakes Community College (ILCC)**

- Participated in One Source Training.
- Provided a Business Network/Consortium Training program in cooperation with another community college.

### **Northwest Iowa Community College (NCC)**

- **One Sources** – Northwest Iowa Community College participates in the One Source training program, which was developed by the community colleges to assist business with common training needs throughout Iowa. Specific projects NCC was involved in this past year as a part of this initiative were the following training: Farm Service of America (FSA), National Resource Conversation Service (NRCS), and Homeland Security.

### **Iowa Central Community College (ICCC)**

The Director of State Economic Development programs will be the single point-of-contact utilizing "One Source Training." This organization was designed to be a one point-of-contact for multiple business locations through out Iowa. One Source Training representative handles the logistics needed to arrange for training around the state - saving valuable time and energy. Companies will be tapping the power of 15 community colleges - working as one - to provide top-quality, reasonably priced training.

The Director of State Economic Development will refer the training to the appropriate department at Iowa Central Community College.



### **Iowa Valley Community College District (IVCCD)**

Iowa Valley Community College District is participating in One Source Training. It is the host site for development of Occupational Spanish for Hy-Vee stores statewide. The college district also participates in Iowa Manufacturers Extension Project (IMEP).

### **Hawkeye Community College (HCC)**

- **One Source** (consortium of all the community colleges) utilizing the strength of Iowa's community colleges working as one, One Source training provides powerful solutions to meet training challenges. Depending on businesses needs, One Source training can deliver custom-tailored training programs or existing programs to multiple business locations throughout Iowa. Each organization is now assured of consistent, quality training, and instruction designed specifically to meet the training needs of the company, agency, or industry group.
- Actively participated in and supported the statewide One Source Training initiative to provide a one-stop shop for businesses and companies that have multiple sites located in more than one community college area.

### **Eastern Iowa Community College District (EICCD)**

Eastern Iowa Community College District is a participant in the Iowa community colleges One Source Training group to meet training challenges in Iowa. When fully operational, the project will provide one point-of-contact, one price, and consistent quality delivery by certified instructors for customized business training.

### **Kirkwood Community College (KCC)**

- Kirkwood is an active participant in the community colleges of Iowa statewide corporate training institute initiative called “One Source Training.” The goal of One Source Training is to provide consistent training to businesses that have multiple sites within the state or region. This is accomplished through one contact, using a consistent, custom-designed curriculum, and uniform pricing no matter where the training is delivered. Through One Source Training, training has been provided at Kirkwood in the areas of Computers, Terrorism, and Workplace Spanish, all of which were delivered in a consistent format across the state at other community college campuses.
- The college’s Kirkwood Training and Outreach Services division operates out of a state-of-the-art corporate training facility called the Kirkwood Training and Outreach Services (KTOS) Center. The KTOS Center is a full-service training and education center uniquely designed to support and facilitate comprehensive business training and technical assistance needs. To date, the center has served over 36,000 constituents. The KTOS Center is operated in partnership with AEGON USA who uses it as a corporate resumption center and includes the following services:



- ❑ Kirkwood Training Services
  - New Jobs Training Program (260E)
  - Iowa Jobs Training Program (260F)
  - Customized Training
  - Apprenticeship Training
- ❑ Iowa Quality Center
- ❑ Iowa Waste Exchange
- ❑ Small Business Development
- ❑ ACT Center

### **Des Moines Area Community College (DMACC)**

One Source Training was established through a 28E agreement with all the community colleges. The partnership of all 15 Iowa community colleges is designed to assist businesses, organizations, and governmental agencies provide consistent quality training throughout the State of Iowa. One Source is a client's single point-of-contact to develop, schedule, and arrange the delivery of training at multiple Iowa locations utilizing the resources and expertise of the community colleges. One Source negotiates the training contract, including the pricing, trainer pay, and materials costs.

### **Western Iowa Tech Community College (WITCC)**

Statewide contracts with Hy-Vee, various Department of Agriculture agencies, and John Deere have continued to propel One Source to a leadership role in offering community college curriculum to business and industry.

### **Iowa Western Community College (IWCC)**

Iowa Western worked closely with One Source Training in the delivery of a multitude of training initiatives. Marketing materials have been developed to assist clients in identifying available training options. The regional Workforce Development webpage was refined to make it more user friendly.

### **Southwestern Community College (SWCC)**

#### **One Source Training**

One Source Training works as the centralized clearinghouse for acquiring and delivering statewide corporate training projects. This positions Iowa's community colleges to provide training in a united and seamless manner and allow for collaboration among the community colleges to enhance their competitiveness on statewide training projects. The contact representing all 15 Iowa community colleges is (866)663-8724 or <http://www.onecoursetrainingiowa.com>. Current projects include Workplace Spanish for HyVee employees, Emergency Management training, and the Association of Business and Industry (ABI) training.



### **Indian Hills Community College (IHCC)**

Indian Hills Community College is an active participant in One Source Training.

### **Southeastern Community College (SCC)**

The Center for Business and Industry Services (CBIS) continues to provide a single point-of-contact to serve business and industry. Companies are assured of a single contact, standardized curriculum, and level pricing for training their workforce. The CBIS has increased its capacity to assist business and industry by providing not only training, but also consultative services.

The Center for Business and Industry Services takes the lead for Southeastern in *One Source Training*, a statewide initiative developed by community colleges to assist businesses with training needs throughout Iowa. One Source provides solutions to meet training challenges, utilizing the strength of Iowa's community colleges working as one. One Source Training delivers custom-tailored training programs or existing programs to multiple business locations throughout Iowa. Consistent, quality training, and instruction are designed specifically to meet training needs of a variety of groups.



Goal #2: Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

Initiative G: Develop a recruitment program to encourage students both in and out of Iowa to enroll in targeted industry cluster programs.

## Community College Responses

### Northeast Iowa Community College (NICC)

#### Activities:

- **Across State Line Recruitment** – Northeast Iowa Community College recruits students in the counties just over its borders into Minnesota, Wisconsin, and Illinois.
- **John Deere Recruitment Program** – Northeast Iowa Community College has one of the largest John Deere public-private education partnerships on its Calmar campus. The John Deere Corporation provides state-of-the-art equipment and Deere dealers recruit and support student costs to attend this program
- **Recruitment of Students for Ag/Dairy Programs** – Northeast Iowa Community College has participated in a number of events to recruit students for the agriculture programs statewide and nationally. Annually, NICC staff attends the National FFA and World Dairy Expo and routinely attract students from many states to our unique programs such as Dairy Science, John Deere, and Arboriculture.
- **ASAP Targeted Marketing** - Last year, NICC began a program to invest additional marketing dollars over a three-year period to attract students into new or low enrolled programs. During the first year, NICC staff chose to target the CNC Machining and Carpentry programs. Both of these programs have a high demand for graduates in the district and currently have low enrollments.
- **Nontraditional Career Awareness** - Several awareness and recruitment activities are planned each year around nontraditional careers for adults and youth. On-campus technical experiences and business and industry tours provide first hand knowledge of nontraditional skills and careers for men and women. Tools are also provided to students training in nontraditional careers
- **TRIO and Upward Bound** - The addition of TRIO and Upward Bound programs is an avenue for exposure to and recruitment into targeted industry cluster programs. These programs provide first generation college students the opportunity to see the potential that exists in those fields.



## **North Iowa Area Community College (NIACC)**

- **Information Systems** - In July 2003, the NIACC Information Technology (IT) Department sponsored Wired Differently for Women, an event designed to expose nontraditional adult students to the IT field. In February, the IT Department conducted Wired Differently, a daylong event designed to promote IT opportunities to high school students as well as to adults. In addition, through a gender equity grant, a workshop entitled Tune into Technology was held at four area schools. At the workshops, eighth grade girls and their parents spent an evening involved in hands-on computer technology activities. Also, a Women in Tech Club was formed at the college.
- **Advanced Manufacturing** - The Tool and Die Department conducted hands-on sessions for high school students at Career Academy Day in November. They also facilitated information sessions at the Industrial Technology Open House in March and at Career Day in May. In addition, the NIACC Tool and Die instructors conducted high school visits and gave classroom presentations at multiple high schools in the area.
- **Career Development** - In addition to the specific recruitment strategies, college-wide career fairs such as "Explore 2003" and "College and Career Day" featured sessions on careers related to these clusters. A new guidance counselor event and newsletter were implemented to better promote these programs to area guidance counselors.

## **Iowa Lakes Community College (ILCC)**

### **Admissions –**

- Actively participated in state admissions organizations to provide needed services to students and new guidance counselors.
- Expanded high school visits to include the lower tier of counties in Minnesota.

### **Career Resource Center –**

- Created a database to track undecided majors and provided additional career exploration support to students both electronically and face-to-face meetings.

### **Enrollment Management Team –**

- Maintained momentum of the Enrollment Management Team as a college-wide forum and improved communication with regard to changes implemented by the college.

### **Marketing –**

- Continued to improve the website.
- Established design templates for faculty and staff to unify webpages.

### **Special Projects –**

- Utilized a planning grant to develop recruitment and retention strategies that will be implemented fall 2004.
- Encouraged faculty to visit high schools and present occupational opportunities.
- Supported faculty involvement in professional organizations and conferences, such as Iowa Agriculture Educators and FFA Leadership Conference.



## **Northwest Iowa Community College (NCC)**

- **Enrollment Management Team** - The Enrollment Management Team addresses issues relative to student recruitment. Until this year, little recruitment occurred in the health careers area as these programs were full and had waiting lists. The future addition of a Radiography program resulted in new efforts in this area. As it had been identified that no Radiography program exists in extreme southwest Minnesota, recruitment effort extended beyond state boundaries.

## **Iowa Central Community College (ICCC)**

### **Iowa Central Community College Strategic Plan Focus Area – Student Retention**

In the Enrollment Management Plan, the Business Department has devised several strategies for targeting its programs:

- Several program coordinators visited Area 5 high schools and made contact with the students who are involved in the contracted Iowa Central classes in their specific area each year. Twelve high schools were visited by the Web Tech Program Coordinator; eight high schools by the Business Tech Program Coordinators; and 30 high schools by the Business Department Chair.
- The Business Competition Day was hosted to recruit students into all Business programs. More than 340 students from 25 schools attended on April 1, 2004.
- All program coordinators and instructors telephoned prospective students in the fall and spring.
- Business Professionals of America (BPA) students recruited high school students to Iowa Central.
- Selected program open houses were held to attract nontraditional students to career and technical programs. The Medical Transcription open house brought three new nontraditional students to the program.

Through funding provided by the Iowa Department of Education, the Applied Technologies have hired an individual to recruit nontraditional or under-represented students into this area. She has been charged with developing a brochure, as well as visiting area high schools. The college has also partnered with the Lakota Council of Girl Scouts to offer a two-day summer camp introducing middle school girls to the Technologies.

The Industrial Technology Department is currently working on a more user friendly website used exclusively to recruit students from both in and out of Iowa. Also, every year the department holds a Competition Day for students. It is a chance for the students to come into the labs and work on college equipment and get a sense for the programs.



The Competition Days that each department held for the Earlybird classes was a huge success. Most local school districts bussed in hundreds of high school upperclassmen to compete in the areas such as Health Science, Industrial Tech, and Business. This is a unique opportunity for students to compete against each other in areas of interest to them. Numerous scholarships were granted to students who placed in the top of almost each competition. Earlybird instructors also have an opportunity to network with each other, share ideas, and visit with Iowa Central faculty in their respective areas.

This year's Business Competition Day saw 340+ high school juniors and seniors from Area 5 attend. Twenty-five of the area's 30 schools participated in this event; 32 high school business teachers networked while their students competed in 19 events. Scholarships were awarded to first place winners in each event.

Health Science Competition Day had nearly 111 high school students from 11 schools participate. Eight different competitions are held including the anticipated "Quiz Bowl." Each first place winner received a \$100 scholarship and others compete for many other scholarships including a \$500 Health Scholarship that involves writing a paper about why they would like to enter the health field.

### **Iowa Valley Community College District (IVCCD)**

Iowa Valley Community College District has been involved in a variety of industry-related recruitment activities as a part of the overall recruitment plan. Curriculum guides with specific information about Industrial programs are distributed to interested students via brochure, website, and compact disk. Each guide lists program and course information, as well as testimonials from students within each field and potential employment opportunities. Advisory boards within the Industrial programs provide critical information and promote continued improvement to meet industry demands. Iowa Valley Community College District offers nine Career Academies to high school students.

### **Hawkeye Community College (HCC)**

- Marketed Tech Prep offerings to encourage high school students to explore career fields and take articulated courses that will enhance their college opportunities.
- Continued the college's involvement in the Metro Career Fair sponsored by the Chamber of Commerce education committees.
- Recruited individuals, traditional and nontraditional, to enter career education areas showing the greatest need for employment, i.e. manufacturing, health occupations, and skilled trades.
- Provided information to displaced workers about new career opportunities and training.
- Worked closely with Workforce Development staff in addressing employment opportunities and needs for business and industry.
- Continued an evening section of nursing to meet overflow demand.
- Established the Exploring Health Careers Consortium [EHC<sup>21</sup>] to assist in meeting nursing demands.



### **Eastern Iowa Community College District (EICCD)**

College operational goals include targeting recruitment activities by career and technical program, including individual program career nights, a career day for high school students, luncheons for high school counselors, and high school teacher and student visits conducted by career technology program coordinators and faculty.

The Manufacturing Technology Center (MTC) programs offer customized training and noncredit computer courses to serve statewide and regional educational needs in advanced manufacturing.

A new weekend nursing program will begin in Fall 2004 in cooperation with local healthcare providers to attract working adults or second career students to address the regional nurse shortage. Recruitment activities included program information to nursing homes and other healthcare providers. Letters are sent to individuals who have completed the Licensed Practical Nurse (LPN) program in the last five years to encourage them to complete the Registered Nurse (RN) program through the new weekend delivery.

Eastern Iowa Community College District's partnership with Black Hawk College for cooperative programs allow students from Illinois to gain access to technical programs that their college does not offer. In addition, an EICCD on-line offering in Microcomputer Information Technology and Health Safety and Environmental Technology provides access to students from outside of Iowa to these programs.

### **Kirkwood Community College (KCC)**

- Kirkwood Community College has developed extensive Career Edge Academy programs to address the recruitment of students in high school and to targeted industries of need. These programs include health, computer networks, general business, and industry areas. By exposing students to these various career areas, a broader informational network is established and students can learn and explore various interest areas. The Workplace Learning Connection was established to support the need for effective career exploration experiences for high school students.
- For the adult student, Career Development workshops are offered twice per month to offer information on both the education required and the employment possibilities in the state targeted industry clusters. Also, the Dislocated Worker Center and Skills to Employment programs highlight those targeted programs as excellent future employment opportunities.
- Finally, the on-going TGIF recruitment activity highlights those careers that are not only targeted, but also which offer additional opportunities for those who are not the majority gender for the career. This program is Kirkwood's major drawing program from other states in the United States.



## **Des Moines Area Community College (DMACC)**

- Various presentations have been made in area high schools that range from one-on-one conversations with students during recruitment visits to classroom presentations. The Discover DMACC Day program highlights a cluster of programs during each event (e.g., Automotive and Diesel; Health Services, etc.).
- The Community Outreach staff offered a series of Saturday workshops to introduce students to the various technical programs offered at the college as well as address financial aid and admission issues.
  1. Served 199 students (grades 5 through postsecondary), which represented 15 high schools from metro Des Moines and surrounding areas. (Des Moines; West Des Moines, Mt. Ayr, Johnston, Indianola, and S.E. Polk)
  2. 17 middle schools from metro Des Moines and surrounding areas (Des Moines, Johnston, West Central Valley, and West Des Moines.)
  3. Presented 12 career workshops targeting the following areas:

Health Career  
Practical Computer  
Financial Aid  
College Planning  
Goals for your Success  
Culinary Arts  
Fashion Design  
Job Skills  
Legal/Law

- Worked with the Student Development Office to assist working with dislocated workers and community social service agencies, including Vocational Rehabilitation and Workforce Development. Beginning Fall 2003, DMACC offered eight career exploration workshops to assist adults considering a career change that involved postsecondary education. Of the six workshops held to date, 58 individuals have completed the ten-hour workshop. These individuals have received a tuition voucher which is good for up to three college credits at DMACC. This program is intended to positively address the needs of recently unemployed workers to the resources available to help them obtain a college education. The workshop was marketed to local service agencies, including: House of Mercy, Des Moines Public House, and DMACC program that serve low-income students.
- Expanded Discover DMACC Days (DDD) to include activities in career planning and informational meetings with program chairs. The DDD series was developed in 2003 to provide potential college students the opportunity to visit various DMACC campuses to meet with staff, faculty, and learn about various educational opportunities and resources available. During 2003, eight events were held. For the 2003-2004 academic year, 16 DDD events were scheduled. Of the 1115 participants, 377 were current high school seniors. Of these, 356 applied for admission to the college and as of June 30, 265 have been admitted to a DMACC program of study.



- Today's students access information about postsecondary opportunities through a variety of media. Late Fall 2003, the DMACC Admission Department purchased a license with Chat University to create discussion times on-line to meet with students. The first chat was held on March 9 with 11 students from Kalona, Osceola, Exira, and the Des Moines metro area. Two other chats were scheduled for April 28 and May 25. Students were able to 'talk' with staff and faculty members about program and admission requirements, financial assistance, orientation and registration issues, and general what happens in college questions. For 2004-2005, the staff plans six chats with specific topics. One pilot will be a joint chat with Iowa State University (ISU) to discuss the transfer process from DMACC to ISU.

### **Western Iowa Tech Community College (WITCC)**

Several programs offered by Western Iowa Tech are designed for extra-regional appeal. A recent study by a national research organization found the economic development plans of 40 states emphasize the Biotech industry. Western Iowa Tech Community College's Biotechnology program is the only one of its kind in and beyond the region. It will entice students from across state lines who don't have access to a similar program in their own states but who want to prepare themselves for work in this lucrative career.

Western Iowa Tech Community College offers a new Practical Nursing program that combines on-line and on-site learning. In one year, the college will initiate a blended associate degree completion program in Nursing. The college is unaware of any other on-line nursing program in the state of Iowa.

### **Iowa Western Community College (IWCC)**

- Through the Director of Secondary Programs, Iowa Western has developed relationships with all high schools in the Area 13 service area. Career Cluster Program Days in Engineering Technology, Industrial Technology, Health, Business and Family and Consumer Science Occupations has offered the opportunity for high school students and instructors to pursue educational and career opportunities in targeted careers.
- The Student Services Division has strategized to increase high school market penetration in Iowa as well as the neighboring states of Nebraska and Missouri. A master recruitment model to be adopted by the college is in progress. The college has enhanced its webpage to more completely promote academic and student activities. The student housing, athletic, and fine arts center webpages have provided current and relevant information to prospective students, to parents, and to the general community.



## **Southwestern Community College (SWCC)**

### **Recruitment**

As part of the Southwestern Community College Strategic Plan, the college admissions and marketing staff has expanded telemarketing efforts to prospective students and increased the number of publications sent to prospective students. A prospective student survey was developed and distributed in the fall and spring, and the new television and radio advertising was developed to be broadcast statewide. Target industry cluster programs were included in the marketing plan, as well as programs targeted for increased enrollment of under-represented student populations.

## **Indian Hills Community College (IHCC)**

A Health Occupations Camp targeting 11-13 year old youth will be offered for the first time in Summer 2004.

In 2004, the Health Occupations Division enrolled 159 students in courses required in a variety of health careers. Embedded in these courses is information about employment in the health industry.

## **Southeastern Community College (SCC)**

Southeastern Community College continues to offer its annual SCC Day where area students are bused in from regional school districts to visit the college campus (See Careers on Campus). Career and technical programs are specifically highlighted during the day, with students visiting classrooms and viewing hands-on demonstrations.

The Center for Business and Industry Services (CBIS), through the Workforce Center, provides information on targeted industry cluster programs to those interested in returning to classroom training. In addition, the Center cooperates with area schools to highlight career initiatives for targeted industries and provides information to dislocated workers on short-term programs designed to get them back into the workforce.



**Goal #3:** Iowa's system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.

**Initiative A:** Establish a mechanism to identify the two- to five-year projected increases in costs of Iowa's system of community colleges.

**Iowa Association of Community College Presidents (IACCP)/  
Iowa Association of Community College Trustees (IACCT) Response**

Student enrollment trends in both credit and non-credit seem likely to increase by two to three percent a year for the next few years. Revenue streams from state general aid appropriations and property tax receipts have not kept pace with enrollment growth. It is difficult to project with any degree of accuracy future revenues from either of these sources. The colleges, working with staff at the Department of Education (DE), do have the capability to predict financial needs relating to both operations and physical facilities. The Management Information System (MIS) in place at DE has proven to be a valuable tool in reviewing historical trends as well as looking ahead to the future.

**System-Wide Responses  
Contributed by  
Community College Liaison Groups**

**Iowa Association of Community College Business Officers**

The Iowa Association of Community College Business Officers represents over 39 individuals from all 15 community colleges and several individuals from the Iowa Department of Education. Monthly Telenet meetings are held and face-to-face meetings are held twice a year in May and September. A list serve is also used for ongoing and immediate communication. The partnership among the community college business officers is strong; with nearly every member attending each of the face-to-face meetings. These meetings provide a means to discuss many common issues relating to cost-saving efficiencies, standardized reporting, and comparability for the system as a whole. Some of the activities for FY04 are summarized below:

- The fiscal year ended June 30, 2003; this was the first year of implementation of the new reporting standards under the Governmental Accounting Standards Board (GASB) Statements 34 and 35. The reports were compiled in the fall of 2004. The new financial statement presentation provides a comprehensive, entity-wide set of financial statements, including depreciation. Over the last few years, the business officers have been preparing for this implementation, by selecting a presentation model, depreciation limits, and accounting techniques to use on a statewide basis. The State Auditor's Office has been instrumental in guiding this process.



- The association brought in a speaker who travels nationally giving seminars on the implementation of GASB 34 and 35. In accordance with the new standards, each audit report was required to include a Management Discussion and Analysis section. This seminar presented the types of required information to be included in the analysis.
- The business officers met with representatives from Ruan Securities and Moody's Investors Service to discuss bond ratings, what they mean, and how they are determined.
- Presentations were given on legislative issues, retirement plans, a tuition management system, shared agreement funding, the Family Educational Rights and Privacy Act, document imaging, and purchase cards.
- A subcommittee within the Business Officers' group met several times throughout the year to revise the accounting manual to stay current with new reporting standards and ensure comparability. Changes were approved in the May meeting. In addition, the Business Officers decided the accounting manual would be posted on the Department of Education website. The Business Officers will also post a section of accounting treatments to document decisions made on how and where to record similar transactions.
- A representative from the Iowa Department of Education attends all meetings and has been instrumental in providing information and assisting with decision making for the betterment of the system.

### **Community College Responses**

#### **Northeast Iowa Community College (NICC)**

- Annual Review – Northeast Iowa Community College analyzes the cost of doing business based on projected growth, staffing needs and increases, retirements, program changes, and state and local aid annually. The result is to estimate the increase in costs at the lowest amount possible.

#### **North Iowa Area Community College (NIACC)**

In order to maximize financial and human resources to fulfill the mission of NIACC, NIACC has undertaken a strategic planning process matched against available and anticipated resources to favorably compete on a local, national, and international level.

#### **Iowa Lakes Community College (ILCC)**

Iowa Lakes continued to explore cost saving strategies. A purchase order system utilizes an approval process to evaluate expenditures and is instrumental in projecting future year costs. The college has committed to launching the accounts payable portion of Datatel with all requests to be processed electronically.



The college continued to look for cost saving measures while providing quality education and support services to students at a reasonable cost. Iowa Lakes realized an increase in student headcount and credit hours. On-line enrollments continued to surpass projections.

The Technology & Equipment Committee is comprised of faculty and administrators. This ten-member team evaluated requests and approved acquisition and reassignment of computers and equipment. The committee provided leadership and efficiency in providing the technology and equipment needed to support classroom and administrative activities in a cost conscious manner.

Significant fiscal commitments for the next two to five years include proceeding with the Academic Quality Improvement Project (AQIP) Accreditation processes and implementing Datatel.

### **Northwest Iowa Community College (NCC)**

- **Enrollment Increases** - Significant enrollment increases in the recent past have been in the areas of Internet education and joint programming with local high schools. Both are expected to continue to increase in enrollment.
- **Union Contracts** - Northwest Iowa Community College is currently under a three-year contract with the Faculty Association and the Support Staff Association. Given that salaries are a significant part of the college's total budget, this has allowed the college to more accurately budget projected expenses.
- **Technology Costs** - The college has implemented a plan that will replace all computers on a cyclical basis. This will facilitate the projection of future technology costs.
- **Insurance Costs** - The college was under a two-year insurance contract which guaranteed no increases in health insurance premiums.
- **Tuition** - The component that has been the greatest challenge in balancing the budget equation is not as much the increase in cost, but the continued lack of state funding combined with revenue reductions in property taxes. The only remaining variable is tuition. Although the college will stay below the Regent's and stay at midpoint with other community colleges, tuition was increased \$4 this year and has been approved to increase \$8 for next fall. In addition, a \$5 technology fee per credit was added to the college's fee structure. These funds are dedicated to technology enhancements.

### **Iowa Central Community College (ICCC)**

One mechanism used in identifying the two and five year projected increase in costs is through the development of strategic plans. Iowa Central Community College developed strategic plans for the three-year periods, 1995-1998, 1998-2001, and 2001-2004 to assess and plan for the use of its financial and human resources effectively and efficiently. The previous strategic plans provided a guide to monitor performance, to prioritize, and to adjust to change in meeting the goals of resource development and allocation. A 2004-2007 strategic plan is being developed to plan and assess the maximizing of financial and human resources in the face of rising costs.



The monitoring and analyzing of historical budget expense data and actual expense data is another mechanism used to identify trends and unanticipated conditions that lead to increases in costs.

### **Iowa Valley Community College District (IVCCD)**

Wages and benefits typically comprise 65 to 70 percent of the expense budget. Within that category, the single most influential factor is the collective bargaining settlement trend. The cost of health insurance has a direct effect on the wage component of the settlement agreement. The higher the insurance increase, the lower the wage increases. Unfortunately, the settlement trend has no relationship to resources. Absent adequate state aid and minimal growth in property valuations are large components. The only remaining variable is tuition. The mechanism regarding tuition increases is to continue to stay below the Regents and be competitive with our peers without sacrificing quality.

The balance of IVCCD's cost increases is driven by inflation and growth in programming or services. Unfortunately, the lack of adequate resources can cause a reduction in services or an inability to respond in a timely fashion to local community educational needs.

Iowa Valley Community College District already maximizes the limited financial and human resources available. The tuition rate is among the highest of the community colleges. Property taxes are also among the highest, both in terms of the tax rate per \$1,000 of valuation and in terms of the utilization of fixed and variable rate levies. Only the general obligation bond is not utilized. Because the tax base is small compared to peers, higher tax rates do not necessarily generate higher tax revenue.

Iowa Valley Community College District has and will continue to use cost containment as a tool to control and plan for increased costs without adversely affecting quality. State aid is no longer reliable even within a fiscal year, much less into the future. There is a history of de-appropriations that is more predictable than adequate funding. Grants become a useful tool in addressing specific local needs. Partnerships with business and industry, K-12, Privates, Regents and other public agencies help maximize limited resources and avoid duplication. Local capital campaigns and passage of a general obligation bonds are options to consider but are unpredictable and difficult to count on for continuing operation. Marketing is an important aspect which communicates to our students and community the opportunities available.

Iowa Valley Community College District believes the best method for maximizing financial and human resources is to explore the tried and true, as well as new and innovative sources of revenue, while responding to community needs.

### **Hawkeye Community College (HCC)**

- The college has not developed a mechanism to identify a two to five-year projected increase in costs of Iowa's community colleges.



### **Eastern Iowa Community College District (EICCD)**

At this time, EICCD has not established a mechanism to identify two and five-year projected increases in the costs of Iowa's system of community colleges.

### **Kirkwood Community College (KCC)**

The budgeting process has become increasingly difficult to manage because of the declining revenues received from state general aid since FY01. Kirkwood's continued enrollment growth, coupled with declining state general aid has resulted in the increased use of adjunct and part-time faculty to meet the college's growing instructional demand. Forty-two percent (42%) of all credit course sections are now taught by adjunct and part-time faculty at Kirkwood. Health insurance costs also continue to increase dramatically and projecting those cost increases is increasingly difficult to do. As the college adds additional instructional space, utility costs also continue to increase.

Because of the unreliability of state general aid support in recent years, cost containment has become the norm. Until the state provides adequate and equitable funding to Iowa's community colleges, budgeting will by necessity need to be managed on a year-to-year basis. Projecting increased costs only becomes an effort in futility. The college needs to focus their efforts on securing increased, consistent and equitable funding for their community college system.

The college uses a standard budgeting process to estimate future budget revenue and expenses. That process has served the college well as KCC's financial condition is very sound at this point in time.

Kirkwood is maximizing the state resources, local support, and tuition it does receive and is operating as efficiently as any public institution in Iowa. A local watch dog group who conducts efficiency ratings for most of Iowa's publicly funded organizations and institutions has declared Kirkwood to be the most efficient public entity they have analyzed to date. Kirkwood is receiving only 75 percent of the average state general aid per full-time equivalency (FTE) as the other colleges, yet is maintaining its tuition at the second lowest level in the state.

### **Des Moines Area Community College (DMACC)**

Increases in costs are driven by changes in salaries and the demand for new programs. Des Moines Area Community College faculty and support staff are affiliated with the Iowa State Education Association and changes in salary and fringe benefits must be negotiated and settlements must be made near the statewide average. The existing two-year agreement with the faculty ends at June 30, 2005 and the intention is to enter into another multi-year contract which will allow the college to better budget for expenditures in the later years of the contract.



After consideration for the need to maintain and/or improve the quality of instruction and the need to offer courses required for timely graduation, the college will continue to monitor average class size to assure the optimum level of performance. The college continues to invest in technology which allows the non-teaching staff to perform more efficiently.

The curriculum commission will continue to screen proposals for new programs and to evaluate their need against the ability of students to benefit from them.

### **Western Iowa Tech Community College (WITCC)**

In light of the uncertainty of legislative funding, two to five-year budgetary projections are difficult. Western Iowa Tech Community College is setting in place practices that will increase the flexibility and efficiency of its operation.

### **Iowa Western Community College (IWCC)**

- The administration at Iowa Western Community College is very cognizant of the cost factors impacting financial and human resources. Strategic planning initiatives and the long-range facilities master plan have established the vision within these financial constraints. Contracts to minimize unexpected cost increases in utilities have been negotiated.
- To support the financial needs and vision of the institution, Iowa Western Community College successfully passed its plant and equipment levies. More significantly, a \$6.5 million bond issue to provide for acquisition, renovation, and new construction was approved by voters in December 2003. This investment will provide the financing for physical resources to support continued enrollment growth.
- The college has pursued grants to supplement and expand existing services and programs.
- The budget process has been predicated on increasing revenue from tuition and declining or “no growth” state and federal dollars. Inherent in this philosophy is the emphasis on student retention and enrollment growth. Increased revenues from higher enrollments can offset reductions in state aid.
- The College Foundation has sponsored many events to generate revenue to support student scholarships. The Black Tie Harvest Dinner, the Balloon Faire, alumni outings, and Reiver Women’s Walk are examples of successful activities this past year.
- The administration and IWCC Foundation have collaborated to promote the professional growth and development of college personnel through the establishment of an endowment. The endowment will provide funds for faculty and staff to pursue learning opportunities that enhance their value to students and the institution.



## **Southwestern Community College (SWCC)**

### **Budget and Financial Planning**

Southwestern Community College constantly monitors its expenses. The college has established mechanisms to help improve the predictability and flexibility of costs. With an undependable state aid base in the current environment, it is imperative the college remains able to respond to these changes. Since a significant portion of expenses is tied to salaries, college staff works hard to maintain relationships with the bargaining unit, identify trends, and set goals in order to forecast salaries. Although fringe benefits such as health insurance can be very volatile, changes in the plan are made nearly every year in order to minimize these fluctuations. Contracts, preventative maintenance, and equipment replacement schedules are all utilized with the goal of keeping expenses predictable, consistent, and steady. Every effort is made not to avoid costs in the short term that would jeopardize the long-term financial health of the college.

## **Indian Hills Community College (IHCC)**

Budgeting processes provide projections of future expenses. Since area community colleges are labor intensive, a reasonable estimate of salary and benefits accounts for 74 percent of the general fund operating budget. Service supplies and capital outlay categories subjected to inflation and market conditions must be monitored and managed within available revenue sources.

## **Southeastern Community College (SCC)**

Southeastern Community College is in the final stages of updating its five-year strategic plan. The goals and outcomes identified in areas of student planning, facilities planning, economic development, institutional advancement, community development planning, information technology planning, and academic planning will drive the institutions projected costs in the next five years. As these cost patterns develop, SCC will closely monitor legislative activity, local economic activity and conditions, and labor settlement/benefit trends. With recent technology upgrades and changes in reporting procedures, SCC has established a system of tracking and reporting historical financial and student enrollment data that will assist in the projection of future costs and tuition revenues.







**Goal #3:** Iowa's system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.

**Initiative B:** Reexamine tuition costs and available financial aid to assure continued access for students of all income levels.

## **Department of Education Response**

### **Tuition Costs and Available Financial Aid**

- **Tuition and Fees Reports** - Tuition and Fees Reports are issued every year. The report compares, on a college-by-college basis, the tuition and fees charged. The report also compares Iowa's community colleges to national figures. Limited financial aid data are included in the **Condition of Community Colleges Report**. Both reports are available at the Department of Education's website at [www.state.ia.us/educate/ccwp/cc/reports.html](http://www.state.ia.us/educate/ccwp/cc/reports.html).

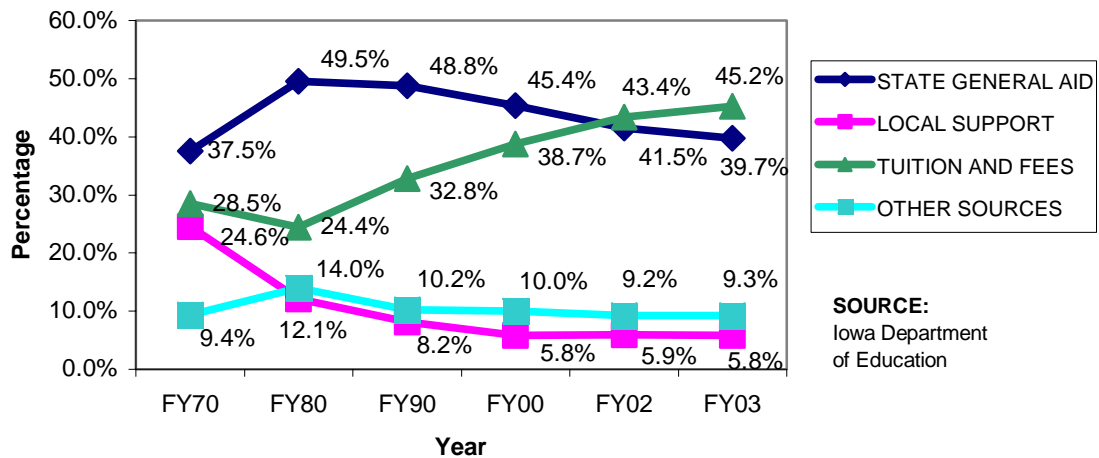
### **Iowa Association of Community College Presidents (IACCP/ Iowa Association of Community College Trustees (IACCT) Response**

Tuition and fees as a percent of general fund revenue has now exceeded state aid as a source of income for Iowa community colleges. During the past four years, it has been necessary for our colleges to increase tuition by extraordinary amounts to simply balance the budget and continue to meet the stresses caused by increased enrollment. As to the matter of financial aid, during the past several years, the foundations at each community college has made extraordinary efforts to increase grant funds from their respective foundations to students. This has been more important than ever due to the fact that state aid has not been adequate, cuts have been made in the vocational-technical tuition grant program, as well as the Accelerated Career Education (ACE) student grant program. While funding difficulties in all state government has caused the average tuition at community colleges to increase significantly in most states, Iowa remains among the highest. This situation is exacerbated by the relative low income level per capita in the state of Iowa.

It has been reported that Iowa has an ever-growing shortage of high tech skilled workers. Community colleges believe the financial situation of the community colleges of Iowa must be strengthened considerably if the community colleges are to play a significant role in providing the state of Iowa with highly trained skilled workers in numbers sufficient to reduce the shortfall.



### Community Colleges of Iowa Percentage of Total Revenue By Source



### System-Wide Responses Contributed by Community College Liaison Groups

#### Chief Student Services Administrators

Tuition costs and financial aid are a continual focus for Chief Student Services Administrators at their meetings. They pay particular attention to any new changes in financial aid.

### Community College Responses

#### Northeast Iowa Community College (NICC)

Activities:

- **Restructured Administration** - Accomplished to reduce expense and support growth areas of the college and its infrastructure.
- **Foundation Fund Raising** - In 2000, the college went over \$1,000,000 in its scholarship funds for the first time. Northeast Iowa Community College annually increases the amount of scholarships and match given to students and programs such as increased loan lending and Dollars for Scholars.
- **External Funding** – The college is trying to develop sources of funding for program support and operation, development that will assist in keeping student costs to a minimum.
- **Dollars for Scholars** – Northeast Iowa Community College has been instrumental in working with its community school districts to develop a Dollars for Scholars program for graduating high school seniors. This has been a source of aid for many students.



- **Community College Benefits Study** – Northeast Iowa Community College participated in this study to determine the economic impact of the community college to the local taxpayers and the communities at large. The study will help communicate funding needs to constituents and demonstrate the needs and gap to be filled within the community.

### **North Iowa Area Community College (NIACC)**

- **Tuition Study** - A tuition comparison report is prepared every year identifying the cost of tuition and fees at all Iowa community colleges as well as the Regents' institutions. North Iowa Area Community College's goal is to remain in the middle range compared to other community colleges and to widen the difference between community college and Regents' tuition and fees. The Student Senate is asked to represent the students' opinions about tuition increases. Information is prepared for them, which identifies increases in Pell grants and other forms of government assistance. North Iowa Area Community College's goal is to keep tuition increases below the increase of federal grants.
- **Scholarship Support** - In addition to federal support for students, scholarship support through the NIACC Foundation has increased over time by aggressively pursuing donors who may be inclined to endow a scholarship in their name. Fund raising through the Athletic Department has also increased so more scholarships may be provided to student athletes. Presidential and trustee scholarships (automatically awarded through American College Testing scores) are now renewable by maintaining a certain grade point average.
- **Accelerated Career Education Program (ACE)** - The college has taken advantage of special funding opportunities offered through the Student Support Services grant, and through the state's ACE.

### **Iowa Lakes Community College (ILCC)**

#### **Finance –**

- Implemented Fast Automatic Cash Transfer System (FACTS) tuition management payment plan to assist students pay college expenses while minimizing debt when possible.
- Continued to investigate cost reduction and efficiency measures.
- Continued to seek additional funding opportunities as appropriate.
- Monitored grant activities.

#### **Institutional Advancement –**

- Partnered with an outside investment management firm to broaden earnings potential.
- Increased the number of scholarships and funds available to Iowa Lakes Community College students and programs.
- Continued to increase the number of scholarship applicants through mailings, counselor contacts, community awareness, and the Iowa Lakes website.
- Assisted students in realizing their educational goals by increasing the number of scholarships awarded.
- Expanded student scholarship opportunities by establishing awards in memory/honor of noteworthy individuals, businesses, or organizations.



### **Northwest Iowa Community College (NCC)**

- **Tuition** - Tuition comparisons are prepared annually, identifying the cost of tuition and the projected increase at other Iowa community colleges. Northwest Iowa Community College's goal is to remain mid-point compared to other community colleges in the state and competitive with neighboring institutions
- **Scholarships** - Northwest Iowa Community College continues to seek sponsors for additional scholarships. This past year, \$125,000 was provided in scholarships to 103 students. Additional scholarships, which were added this past year as the college strives for continued access for all students, were the Macia Tracy Memorial Nursing Scholarship and the Industrial and Commercial Wiring Scholarship.
- **Scholarship Application** - To increase the knowledge of students on scholarship availability, a comprehensive scholarship application packet is distributed to counselors, all applicants, and is placed on the college website.
- **TRIO** - TRIO was able to provide scholarships specifically intended for their participants.
- **Accessibility of Information** - Hours in Student Services were expanded, making access to financial aid information more available.

### **Iowa Central Community College (ICCC)**

Iowa Central Community College's 2003-2004 tuition is the second lowest among community colleges in the state of Iowa. It is Iowa Central's goal to maintain a low tuition rate for students to have access to low cost education. Coupled with financial aid in the form of grants, scholarships, and low interest loans, along with low tuition, Iowa Central is competitive not only at the state level, but at the national and international level.

The college has expanded the number and amount of scholarships to assist students.

<u>Year</u>	<u>Number of Awards</u>	<u>Amount</u>
1998-1999	821	\$340,262
1999-2000	870	\$557,009
2000-2001	1,145	\$587,493
2001-2002	1,010	\$519,717
2002-2003	1,027	\$552,256

### **Iowa Valley Community College District (IVCCD)**

While state funding declines have made it necessary to increase credit tuition, IVCCD is making every effort to keep costs reasonable and remain consistent with the state community college average. Student service personnel are expanding their outreach to students and parents in need of assistance with filing for financial aid. The colleges' foundations are also diligently seeking scholarship donations to help ease the financial burden on IVCCD students.



Every effort is made to keep tuition increases to a minimum and in line with what financial resources are available. Iowa Valley Community College District staff continually strives to increase the pool of scholarship funds that can be offered to students. Each financial aid package to students is customized to ensure funds are distributed equitably so that access to higher education is within the reach of every student.

### **Hawkeye Community College (HCC)**

- Continuously reviewed and reexamined tuition costs in view of current state funding projections and in an effort to keep educational access affordable. Hawkeye Community College's tuition was at the high end of the scale when compared to other Iowa community colleges in 2001. In 2005, it will be mid-range.
- Increased the number of scholarships available to students.
- Standardized the Foundation's scholarship application and selection process and changed awarding of scholarships to twice a year rather than once a year.
- Awarded Foundation scholarships in a timely manner to be included as part of the initial financial aid package.
- Continued to improve outreach activities to educate students of financial aid policies and procedures, scholarship availability, and other aid related information.
- Developed informational materials to inform current and potential students of financial aid resources, as well as increasing their knowledge of guidelines and requirements for receiving financial aid.
- Placed financial aid information in various locations around campus.
- Continued debt counseling with students and assisted them with the development of a yearly expense budget, including alternative loan options.
- Evaluated leveraging options of grant programs to assist as many needy students as funding will allow.
- Funding from the Iowa State Loan Liquidity Corp. in the amount of \$5,000 for a service enabled the hiring of a web designer to assist in the development of a Financial Aid website that is user friendly.
- Funding from the Iowa College Student Aid Commission in the amount of \$15,000 for a Default Reduction Grant to enable the development of a Loan Exit seminar and brochures, hiring of a Default Manager to coordinate, train, and supervise the program and hiring of assistants to personally call students entering repayment.
- Outreach activities include scholarship information and application through the Financial Aid Department during students visit days (Focus on Fridays) and increased communication between the Foundation office and college recruiters. The scholarship application is now available on the college website and questions concerning scholarships can be answered through the college website. Letters of recommendation are now also received via e-mail.
- Communication to off-campus students has been increased to keep students informed of available scholarships and application procedures and deadlines.



### **Eastern Iowa Community College District (EICCD)**

When positions open through retirement, reassignment, or attrition, positions are reevaluated before filling. Financial aid payment options were re-examined and the Fast Automatic Cash Transfer System (FACTS) tuition payment program instituted to offer more payments options for students.

Additionally, the district actively searches and obtains other funding sources such as federal and state grants for students to assure continued access for all students. The increased Iowa Vocational Technical Tuition Grant award enabled eligible students to receive larger amounts.

Currently, Eastern Iowa Community College District's tuition is the lowest of any Iowa community college, and the past year its tuition increase (4 percent) was the lowest percent increase in the Iowa system of community colleges.

### **Kirkwood Community College (KCC)**

- The college will again be forced to raise tuition by \$6 a credit hour this coming year in response to the continued lack of adequate state general aid support. Tuition income now represents 57 percent of Kirkwood's general fund revenue stream with state general aid dropping to 31 percent. Kirkwood's tuition, however, is the second lowest of Iowa's fifteen community colleges and the college is committed to remaining in the lower quartile of community college tuition rates.
- In FY03, 45 percent of Kirkwood's students received some form of financial aid assistance. Federal financial aid programs provided \$32,920,897 in support. All student financial aid totaled \$38,713,161. Of that amount, the Kirkwood Foundation provided \$819,991 in financial assistance to 621 students in FY04. This came from 216 internal scholarship funds. The Kirkwood Foundation continues to make student financial aid its highest priority, especially for those students in greatest need.

### **Des Moines Area Community College (DMACC)**

Each year the college will examine and assess tuition costs within Iowa and nationally to ensure that Des Moines Area Community College continues to be low cost and affordable. The Office of Financial Aid will continue to package federal, state, and institutional funding in a manner that will support the college's mission and enhance college access and opportunity for the citizens of Iowa. Presently, over 95 percent of financial aid recipients receive funding in excess of tuition.

The college will continue to investigate and eliminate barriers that may prevent students from seeking an affordable education. Once the barriers are identified, the college will ensure staff and funding resources are in place to provide a quality, effective delivery of financial aid services and funds to its customers. Therefore, one major objective of the Office of Financial Aid is to assist in the matriculation and retention of students by providing efficient services and sufficient funding to a diverse student population.



## **Western Iowa Tech Community College (WITCC)**

Western Iowa Tech Community College regularly revisits its sources of revenue in order to derive the tuition amount. The goal remains to be at the tuition median among all Iowa community colleges and currently rank at that approximate point. Western Iowa Tech Community College's tuition increase was comparable to the increases of other community colleges.

## **Iowa Western Community College (IWCC)**

- The Iowa Western Community College Board of Trustees has an awareness of the cost of higher education. The Board reviewed the budget and confirmed tuition and fees for the next academic year. Comparisons of tuition and fee costs between state community colleges and four-year institutions were surveyed and the budget document is analyzed prior to approving rates.
- The college maximized scholarship opportunities for students through partnerships with business and industry and fundraising efforts of the Foundation. Increasing Foundation assets has provided endowed scholarship opportunities for many financially needy students.
- Other initiatives that the college has established in support of this state goal include:
  - a) Fast Automatic Cash Transfer System (FACTS) tuition management payment plan.
  - b) Student Support Services/TRIO programs offered scholarship money for eligible students.
  - c) Workforce Investment Act (WIA) approved educational provider.
  - d) Participated in federal and state financial aid programs such as Pell and Work Study.
  - e) Hosted financial aid workshops at area schools distributing information regarding eligibility and application processes.

## **Southwestern Community College (SWCC)**

### **Tuition Costs and Financial Aid**

Southwestern Community College re-examines all revenue sources and cost saving measures before considering tuition increases as a last resort. The Board of Directors takes this role very seriously to ensure that access to higher education for southwest Iowans is affordable.

- The college has applied for funds provided through the Accelerated Career Education (ACE) program every year. Part of this program includes making scholarships available through private business partnerships.
- The Student Support Services grant provides scholarships every year.
- The Financial Aid Department continues its efforts to educate students on their scholarship and loan opportunities to ensure students of all income levels have access.



- This past year, the college launched a major gifts campaign with scholarship endowment as one of three main initiatives. The college increased scholarship opportunities and now has a webpage devoted to scholarships with all applications on-line. Publicity was increased for the scholarships through advertising, newsletters, and direct mail. As a result, scholarship applications increased 45 percent this spring.
- Trustee scholarship provided free tuition and fees to all valedictorians and salutatorians. There was an increase in the number of students accepting this scholarship since its inception in 2000.
- Every effort is made to minimize tuition increases. Out-of-state tuition is 1 and 1/2 times more than in-state tuition. Even though tuition has outpaced inflation, it is not because costs have outpaced inflation. Forty-five percent of revenue comes from State Aid, which only increased 7/10 of one percent last year. Tuition, which represents just 38 percent of revenue, has had to compensate for the lack of State Aid in order to just keep pace with inflation.
- The college implemented a new tuition management program in the fall of 2003. This program allows students the option to pay on-line anytime, 24 hours a day by using a credit card, checking account, or savings account. The students have more options for making payments and can now choose to pay over five months.
- Southwestern Community College is the grant recipient of an Educational Talent Search (ETS) program funded by the Higher Education Act of 1965. This program is available to encourage and assist students to enroll in a postsecondary school of their choice. One aspect of the program is to help students of all income levels pursue an education by providing them assistance in search for scholarships and financial aid and assistance in providing the information and completing the forms.
- One hundred percent of all bookstore profits is spent on scholarships for students.

### **Indian Hills Community College (IHCC)**

Each year, Indian Hills reviews and monitors all sources of financial aid (scholarships, grants, etc.) available to its students and works to maintain the credit hour tuition at the lowest rate possible while still covering operating expenses.

### **Southeastern Community College (SCC)**

Southeastern Community College annually reviews the tuition and fee rates of all community colleges in the state. Comparative reports are prepared and shared with the Board of Trustees. The college has maintained one of the lowest tuition and fee rates among the community colleges, ranking in the bottom 30 percent annually. While it is regrettable that resident tuition was raised 9.4 percent and non-resident tuition 14.1 percent for FY05, the Board of Trustees has sent a clear message that SCC will maintain its status as one of the lowest tuition and fee institutions in the state by approving 1.3 million dollars in budget cuts (9 percent of total budget) during the past three fiscal years.

Southeastern Community College continues to offer Trustee, minority, and Foundation scholarships to assist students with educational expenses.



Southeastern Community College continues to participate in a cooperative agreement with Carl Sandburg College (Illinois) to provide Illinois students the opportunity to enroll at SCC for the in-state rate.

Faculty members in the music program hold memberships in national organizations that enhance the visibility of the college above the local level. As a result of these memberships, students are eligible and are encouraged to participate in national solo competitions (visual and performance). Ensembles would also be eligible to perform at state, regional, and national conventions.







Goal #3: Iowa's system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.

Initiative C: Reexamine the current funding mechanism that supports community colleges through state and local revenue and student tuition.

### **Department of Education Response**

#### **Community College Funding Mechanism**

- Community College Funding - Comparative financial information is included in the Condition of Community Colleges 2003. This information contains the calculation of Full-Time Equivalent Enrollment (FTEE). The funding formula utilizes FTEE in the distribution of new monies in the State General Aid Funding Formula.

#### **Iowa Association of Community College Presidents (IACCP)/ Iowa Association of Community College Trustees (IACCT) Response**

At the present time, a Presidents' funding committee is working diligently trying to identify answers to the very difficult funding situation that our colleges are experiencing. Committee members are Dr. Dan Kinney (Chair), Gene Gardner (Ex Officio), Bettsey Barhorst (Ex Officio), Drew Matonak, Mike Morrison, Barb Crittenden, Rob Denson, and Mick Starcevich. It should be noted that as long as state and local funding remains at such low levels, the results of the committee work might not make a significant impact. In the next few months, this committee will be making recommendations regarding the funding of Iowa's community colleges. It is anticipated this recommendation will require a new funding stream and a significant amount of new dollars put into the community college system if any measurable impact is to be made.







**Goal #3:** Iowa's system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.

**Initiative D:** Develop a compensation package for community college faculty and professional staff salaries to be commensurate with the national average within five years.

### **Iowa Association of Community College Presidents (IACCP)/ Iowa Association of Community College Trustees (IACCT) Response**

- Without proper funding, it is almost impossible for Iowa community colleges to develop compensation packages for faculty and professional staff that are commensurate with the national average.
- It should also be noted that each college negotiates its own salary package. The Iowa Association of Community College Trustees and the Presidents' associations have no formal authority over this process.
- It is true that other states are also struggling with financial challenges relating to paying competitive salaries for professional positions. Consequently, the competition from other states' community colleges is not as an imposing issue as it could be. Iowa community colleges continue to struggle in the attempt to compete for faculty with the private sector.

### **System-Wide Responses Contributed by Community College Liaison Groups**

#### **Human Resource Directors**

The Human Resources Directors from the 15 community colleges and the Iowa Department of Education human resources representatives regularly discuss common issues affecting community colleges and their employees. Meetings were held to a minimum this year due to time constraints and budget concerns. The group makes extensive use of a list-serve to communicate with each other. During FY04, the group continued to discuss implementation of the Code required Quality Faculty Plans and the Health Insurance Portability and Accountability Act (HIPAA). The human resources representatives enjoyed a free exchange of information and discussed several other topics over the course of the year, including but not limited to: layoff, job descriptions/staffing, wage and benefit surveys, insurance packages, bargaining/negotiations, affirmative action plans, employee handbooks/personnel policies, diversity initiatives, performance evaluations, staff development, drug testing, and tobacco-free campuses.



## **Community College Responses**

### **Iowa Lakes Community College**

Administrators and faculty continued to work on striking a balance between worker compensation and institutional longevity. Achieving this objective will require more than institutional dedication. State funding will need to increase to allow community colleges to move toward a national mean salary package for faculty and staff. Cost of living varies from state to state, as well as within state borders.

Iowa Lakes demonstrated its commitment to this goal by supporting professional development and college-wide in-services for all staff.

### **Northwest Iowa Community College**

- **Employee Compensation** - The Northwest Iowa Community College Faculty Association is currently under a three-year contract which provides a 4.29 percent increase. Faculty salaries range from \$29,333 (nine-month) to \$59,756. The average salary being \$40,083. All full-time faculties also receive full family health insurance paid by the college. Additional movement toward the national average is significantly impacted by state funding.



Goal #3: Iowa's system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.

Initiative E: Seek support from business and industry for program development and student assistance.

## **Community College Responses**

### **Northeast Iowa Community College (NICC)**

Activities:

- **John Deere** – Northeast Iowa Community College has one of the largest John Deere public-private education partnerships on its Calmar campus. The John Deere Corporation provides state-of-the-art equipment and Deere dealers recruit and support student costs to attend this program
- **Surgical Tech** – Northeast Iowa Community College has joined a number of community colleges to offer this Kirkwood program on the NICC campus. Ten NICC students take courses at NICC and by Iowa Communication Network (ICN) at Kirkwood Community College for training in this career field.
- **Graphic Arts** – Northeast Iowa Community College worked with several Dubuque area businesses to develop a Graphic Art Option for Computer Analyst majors. The program prepares students in areas of page layout, graphic design, desktop and graphic programs, and industry software packages. The program fills employment needs for Dubuque area businesses.

### **North Iowa Area Community College (NIACC)**

- **Increasing Access through Scholarships** - Over 200 NIACC students benefit each year from NIACC Foundation scholarships made possible through the generosity of individuals, organizations, and businesses. Numerous local companies help increase North Iowans' access to higher education through their annual and endowed gifts. The NIACC Foundation raised additional funds for student scholarships and program development during the October 11, 2003 dinner/auction in celebration of the college's 85th anniversary. Local businesses wholeheartedly supported this event with their financial contributions, auction donations, and in-kind gifts and services. Plans are underway to bring together scholarship donors and recipients for an annual recognition event, at which time a fundraising campaign to significantly grow the NIACC Foundation scholarship endowment will be announced.



- **Enhancing Cultural Opportunities in North Iowa** - Each year, the college brings a myriad of cultural opportunities to North Iowa through the NIACC Performing Arts and Leadership Series. The series, which features a diverse lineup (from Broadway musicals and children's productions to hot new artists and Nobel Peace Prize winners), is made possible through grants as well as sponsorships by more than 15 local businesses. During 2003-2004, the NIACC Foundation raised \$1.1 million for the renovation and improvement of NIACC's North Iowa Community Auditorium which is home to the series and countless community performances and activities. Numerous area foundations, banks, and businesses have made substantial financial commitments to the project, ensuring the caliber and variety of entertainment and educational opportunities available at the auditorium. Construction will begin the spring of 2005 with completion planned in time for the 2005-2006 Performing Arts and Leadership Series.
- **Launching New Programs** - In the fall of 2004, NIACC will launch its latest program, Hospitality/Food Service Management. Utilizing Accelerated Career Education (ACE) funding, the college is partnering with several local companies and organizations in preparation for the introduction of the program, which will coincide with the college assuming the campus food service operation. The membership of the advisory committee providing direction for this program includes local representatives of the food service industry.
- **Instilling Confidence and Pride in NIACC** - VIP visits with the President have been initiated to bring key business leaders and others to the NIACC campus with the goal of gaining their support for NIACC and a broader understanding and appreciation for college endeavors and mission fulfillment. This friend-raising activity is designed to introduce or reintroduce 50-100 persons a year to NIACC.
- **Supporting Entrepreneurial Development** - Current and aspiring business owners in north Iowa have access to over \$2.95 million in venture capital funds through NIACC's Pappajohn Entrepreneurial Center (PEC). Wellmark Blue Cross and Blue Shield has invested \$1.25 million over five years, and 61 investors and businesses across north Iowa have established the North Iowa Venture Capital Fund (NIVCF), capitalized at \$1.67 million, to improve the quality and quantity of private investor activity in the region. The NIVCF made its first investment (\$100,000) in a software security start-up company.

Working with regional Economic Development Corporations (EDC), the PEC has sought to expand their knowledge of the center, its resources and activities, and most importantly, how entrepreneurship can help grow local economies and should be a part of active EDC work.

The PEC has also initiated a business incubator study to determine the feasibility and need for a business incubator located on the NIACC campus to take advantage of the existing entrepreneurial support.



## **Iowa Lakes Community College (ILCC)**

### **Program Support –**

- The Agriculture Production Technology program utilized a series of compression planning meetings to revitalize program goals and initiatives to align student competencies with a rapidly changing agriculture industry.
- Received Accelerated Career Education (ACE) infrastructure funding to support Ag Production Technology and Wind Turbine and Technology and job credits for nursing expansion and Criminal Justice/Computer Forensics programs.
- Implemented several grant projects that focused on program enhancements and curriculum development.
- Increased the level of private donations through “*We Believe in Us*” capital campaign and other Institutional Advancement sponsored activities.
- Advisory Committee members provided many hours of support in assisting with program improvement and recommendations.
- Community Focus Groups assisted with identifying emerging opportunities for expansion of college partnerships throughout the five county areas.

### **Student Assistance –**

#### **Institutional Advancement –**

- Increased the number and amount of scholarships and funds available to Iowa Lakes Community College students and programs.
- Expanded student scholarship opportunities by establishing awards in memory/honor of noteworthy individuals, businesses, or organizations through generous donors.
- Partnered with Financial Aid to distribute scholarship funds.
- Sponsored scholarship golf outings in all five counties.
- Continued to explore additional fundraising events for student scholarships.

## **Northwest Iowa Community College (NCC)**

- **Advisory Committees** - Time and expertise of business and industry representatives involved in Program Advisory Committees contribute to curriculum development.
- **Program Development** - Northwest Iowa Community College started conversation of the development of a Radiological Technology program almost two years ago as a result of local interest in this program from area healthcare facilities. During the period of discussion on the program’s development, the healthcare facilities were highly supportive, committing their time, the time of their staff, future use of facilities, and scholarships.
- **Program Equipment** – Northwest Iowa Community College has many equipment intensive programs. Advisory committee members and area business and industry people recognize a need for trained employees with skills on current technology. Their interest in the success of the instructional program addressing this need, combined with their connection with industry, results in the donation of equipment or equipment being sold to the college at a significant savings. Some examples of donations for this past year are the following:



- Duane Boyer, AmeriTherm RF Power Supply, \$6,000.00*
- Harbor Consulting Group, Facilitating Foundation Strategic Planning Session, \$750.00*
- M & M Environmental Service, Textbooks, manuals, and other printed material about water distribution, and water and wastewater treatment, \$500.00*
- Sturdevant's Refinishing Supply Center, Sheet metal body panels, \$11,003.06*
- Process Measurement Company, New instrumentation equipment, \$8,792.07*
- Wells' Dairy, Inc., Nineteen AC drives, \$3,000.00*
- K.F. Murphy Co., Portion of annual Foundation audit, \$1,100.00*
- Pluegers Body Works, Five engine cores and one transmission, \$800.00*
- Jeffrey Huckfelt, 1985 Dodge Aries, \$350.00*
- Productivity Inc., Inserts, tooling, and milling cutters, \$2,657.14*
- Kathy Brock, 1989 Chevrolet Celebrity Wagon, \$2,100.00*
- Rebecca Todd, 1986 Dodge 600 sedan, \$300.00*
- Osceola Community Hospital, Picker Galaxy 600 Radiography Lab equipment, \$2,000.00*
- Eaton Hydraulics Corp., Miscellaneous equipment, \$313,640.00*
- H.G. Klug Co., Miscellaneous equipment, \$7,795.00*
- Lessard Contracting, Inc., International TD-20 dozer, \$7,500.00*
- Hentges Oil Co., Fuel tank wagon, \$4,500.00*
- Wells' Dairy, Inc., Three panel views, two SLC 500 input cards and one analog input card, \$3,500.00*
- Process Measurement Co., chart paper, \$162.50*
- Hamill Motors, 121 video training programs and eight used gas engines, \$2,000.00*
- Crawmer Electric, Inc., Rotor zip tool, \$105.95*
- **Major Gift Campaign** - The NCC Foundation, as a result of pledges to its second major gift campaign, secured \$150,000 this past year.
  - **Industry Sponsorship of Students Scholarships** - Northwest Iowa Community College's students benefit from many scholarships which are funded by local industry that support the college and are cognizant of student's financial needs. Support for student scholarships provided by business and industry this past year include the following:
    - Ak-Sar-Ben Scholarship \$1000
    - Coca-Cola Two-Year Scholars Program \$1000
    - C-S Agrow Service Scholarship \$1000
    - Gordon R. Jurrens Memorial Scholarship \$500
    - Iowa State Bank Scholarship \$500
    - Link Manufacturing Ltd. Scholarship \$500
    - Mid American Energy Co. Scholarship \$1000
    - Pella Rolscreen Scholarship \$1000
    - Premier Bank Scholarship \$500
    - Sheldon Kiwanis Scholarship \$500
    - Vogel Paint Scholarship \$500
    - Eilders Endowed Accounting Scholarship \$250
    - United Fund Lucile Woods Scholarship \$400
    - Alpha Evenson Memorial Nursing Scholarship \$2500



- Hartley Comm. Memorial Health Center Scholarship \$1000  
Hegg Memorial Hospital Scholarship \$1000  
Med-Equip Health Professionals Scholarship \$250  
Northwest Iowa Health Center Scholarship \$1250  
Orange City Health System Scholarship \$2000  
Osceola Community Hospital Scholarship \$1000  
Sioux Center Comm. Hospital & Health Center Scholarship \$1250  
Marcia Tracy Memorial Nursing Scholarship \$500  
Associated General Contractors of Iowa Heavy Equipment Scholarship \$1000  
Corn Belt Power Cooperative Scholarship \$500  
Maintainer Corp of Iowa, Inc. Scholarship \$500  
Interstates Electric and Engineering Co. Scholarship \$250  
Iowa Association of Electric Cooperatives-Pioneer Trust Scholarship \$200  
Iowa Land Improvement Contractor's Association Northwest District Heavy  
Equipment Scholarship \$500  
Tecton Scholarship \$500  
Wells' Dairy, Inc. Scholarship \$2500  
James L. Wentworth Powerline Scholarship \$500
- **Accelerated Career Education (ACE) Program**  
Area businesses and industries have been very willing to work with the college in the area of program expansion to address training needs and interest they have identified. This cooperation results in the college meeting the requirements for the program. Industries and hospitals that have sponsored students this past year were the following:  
A&I Products  
Rosenboom Machine & Tool  
Custom Parts Engineering  
Dethmers Manufacturing Co.  
Groschopp Inc  
Interstates Electric & Engineering  
Interstates Control Systems Inc  
Wells Dairy Inc.  
Osceola Community Hospital
  - **Title III Match** - The NCC Foundation contributed \$20,000 to match a Title III Strengthening Institution Endowment. These funds were secured through the private sector. When the grant is complete, a total of \$100,000 will have been obtained from industry to match the \$100,000 from Title III.
  - **Clinical /internships** - On-the-job training is an important part of many programs at NCC. The following programs include the opportunity for students to gain practical hands-on experiences in their field: Mechanics, Nursing, Electrical, and Secretarial. Local healthcare facilities in particular have supported the college as the demand for slots increased because of the college expanding both the Licensed Practical Nurse (LPN) and Associate Degree Nursing (ADN) programs.
  - **260E's and 260F's** - Area industries identified training needs and worked with the college in developing non-credit opportunities that will address those needs. 260E's and 260F's administered by NCC offer financial assistance to new and existing industries to train their workforce.



### **Iowa Central Community College (ICCC)**

Iowa Central has secured a ten-year, \$150,000 per year lease payment from the Iowa Workforce Development Department that will allow the college to construct a "One Stop Shop for Economic and Workforce Development" that will serve a multi-county region in north central Iowa. This center will allow for the college to better interact with the State Workforce Development Department, employees and employers through job placement, job training, and other workforce related efforts.

Under the Iowa New Jobs Training program (260E), \$23,643,000 in certificates was sold benefiting 83 companies with 5,959 new or retrained employees. Under the Iowa Jobs Training Program (260F), 106 companies benefited from \$2,875,320 in forgivable loans.

Iowa Central has been a leader in providing international educational opportunities on campus and abroad. In order that all students receive a global understanding, the college actively recruits international students. Presently, there are approximately 60 international students from 26 countries attending Iowa Central. Moreover, through a variety of international organizations the college has been able to send students and faculty overseas. Agriculture students and students interested in sustainable energy are traveling to Denmark this summer. Faculty members have been to Africa on a Fulbright Scholarship, to the Netherlands on a teacher exchange program, and to England for a conference. The college also promotes an international focus during the spring semester. This year the focus was on Australia. This program encourages student active participation while learning about another culture.

Iowa Central has sponsored the Webster County Multicultural Resource Center through a grant from the Iowa Department of Economic Development. The mission of the center is to provide education, cultural understanding, social interaction, and information on employment opportunities for the 36 new immigrant groups. Through workshops, classes, translation and interpreting services, the college is fulfilling the mission.

### **Iowa Valley Community College District (IVCCD)**

Iowa Valley Community College District actively seeks support from business and industry through Accelerated Career Education (ACE) partnerships, on-the-job training placement, career and technical program scholarships (through Foundations), and through placement of students in health occupation clinicals. Advisory committee members from local business and industry actively give input into career/technical programming.

Goal #1E documents IVCCD's success in obtaining grants from a variety of sources to augment traditional sources of revenue to allow for program expansion. An aggressive effort to attract new funding sources through grant and external foundation is a high institutional priority and is reflected in IVCCD's newly revised institutional vision statement.



### **Hawkeye Community College (HCC)**

- Worked with local Metro Hospital Association to establish funding for EHC<sup>2</sup> (Exploring Health Careers Consortium). The consortium brought together representatives from hospitals, long-term care facilities, and secondary and post-secondary education systems with the purpose to develop a plan and program to increase the supply of health professionals in the Waterloo/Cedar Falls metropolitan community. Five medical providers, two colleges, and twelve school districts are partners in the consortium.
- Offered funded apprenticeship training to employees of John Deere.
- Continued to utilize expertise from program advisory committees in regard to curriculum and equipment/technology.
- Continued partnerships and working agreements for leasing of farm equipment, as well as procuring equipment donations in various programs, e.g. Industrial Tech, Power, etc.
- Surveyed employers of work experience/coop/graduating students.
- EMC<sup>2</sup> and EHC<sup>2</sup> are consortia of business and education partners referenced above. The businesses and healthcare providers contribute financial, human, and worksite resources to ensure success of the partnership.
- The Society of Manufacturing Engineers (SME) Foundation Board authorized and set aside \$125,000 for the EMC<sup>2</sup> program. SME authorized \$78,710 as of July 1, 2003 to HCC as administrative and fiscal agent and are held back \$46,290 as a challenge grant. In April 2003, John Deere Waterloo met this challenge with a \$69,000 grant for the purchase of equipment that will be rotated among the high schools in support of the Exploring Manufacturing Career Consortium curriculum.

### **Eastern Iowa Community College District (EICCD)**

The EICCD seeks support from business and industry for program development and student assistance through community contacts, grant programs, and program development and review processes, including labor market surveys and the SKILLS 2006 survey.

All career and technical programs have community advisory committees that meet regularly and provide information and contact for program curriculum development and student internships and field experiences. The district currently has an Endowment Challenge Grant which matches funds for endowment programs at Clinton, Muscatine, and Scott Community Colleges. In addition, the college has an Accelerated Career Education (ACE) program grant to create new facilities and to establish Muscatine Community College's Technical Studies/Manufacturing Technology programs.

Foundations and alumni associates at each college sponsor events and fundraisers, and actively work with community businesses and industry to obtain support for student programs and financial assistance.



### **Kirkwood Community College (KCC)**

- Rockwell Collins has committed \$300,000 over five years to support the development of a Career Edge Academy in Computer Programming, to fund a half-time electronics faculty position at a local high school, and to provide scholarships to students pursuing technology-related careers.
- A \$728,000 two-year H1B grant from the Department of Labor will support the program development, faculty training, and implementation of the Information Systems Management Career Academy at over 20 high school locations, including two alternative high schools.
- So far this year, the Kirkwood Foundation has received \$2,438,022.33 from businesses (178) donors. The split for this includes \$335,718.95 for scholarships and \$2,102,303.38 for program support.

### **Des Moines Area Community College (DMACC)**

- Business and industry contributed over \$600,000 for program development and student assistance.
- Created a “Community Partner Award” to recognize the contributions of one business on an annual basis.
- Breakfast in the Boardroom event is held on campus to bring together management teams from DMACC and business and industry to discuss areas of need and mutual interest.
- Three private sector companies established new \$1,000 scholarships for 22 Des Moines Area Community College students.
- Numerous partnerships have developed with the new Mortuary Science program and businesses are very willing to provide resources to ensure these programs are successful.
- Partnerships have also developed with the Culinary and Agri-Business programs which allow for expanded opportunities for students in these programs.
- Business partners have enhanced the Career Academy programs within the district by donating resources to the programs and allowing students to experience parts of industry not otherwise available without their involvement.

### **Western Iowa Tech Community College (WITCC)**

Western Iowa Tech will complete its sixth annual campaign, generating over \$100,000 in support for student scholarships and the Midwest Institute of Advanced Training.

### **Iowa Western Community College (IWCC)**

- Iowa Western has encouraged every component of the institution to proactively link with business and industry to ensure program-learning outcomes are viable as the needs of the career field change. Commensurate with this linkage has been financial and resource support for program instructional needs and scholarship assistance to students. Examples are:



- a) Advanced Building Trades program partnerships with area contractors.
- b) Nursing program Accelerated Career Education (ACE) agreements with Jennie Edmundsen Hospital and Alegiant Health.
- c) Automotive Technology Technical Service Education Program (TSEP) partnership with AC Delco.
- d) Turf and Landscape Management ACE agreements with area landscaping companies and nurseries.
- e) Applied Electronic Media Studies partnership with Cox Cable Company.
- f) Paramedic Specialist Iowa Values Fund partnership with local emergency responders.
- g) Clinical sites provided by area healthcare providers for students in Surgical Technology, Nursing, Dental Hygiene, Dental Assistant, and Medical Assistant programs.

### **Southwestern Community College (SWCC)**

#### **Accelerated Career Education (ACE)**

Funds available through the ACE legislation have assisted with new programs including Professional Ag Applicator, Business Systems Networking, Manufacturing Technology, and the expansion of the Nursing program. Accelerated Career Education funding has allowed Southwestern to work with private business and industries in a new and innovative manner. It also provides an incentive program for employers in specific targeted fields to establish a long-term commitment towards training that leads to employment. The required long-term financial commitment and additional in-kind support have aided with funding needed to initiate and operate technology-based programs.

#### **Area Business and Industry**

Area 14 businesses and industries have been very supportive of Southwestern and its programs through participating in fundraising, scholarships, loan or donation of equipment, and involvement in program development. Several have been strong supporters and participants through annual scholarship programs, corporate sponsorships for fund-raisers, and working with graduates.

#### **Program Advisory Committees**

Southwestern Community College has program advisory committees for all career and technical and career options programs. The committees are comprised of representatives from the program specific business or industry. Recommendations are written into the goals for programs and are also reviewed through the program evaluation process.

#### **Structural Drafting Technology**

The Southwestern Community College Structural Drafting Technology program has received \$682,000 worth of donated steel detailing software.



### Major Gifts Campaign

In 2003 and continuing to the present, Southwestern Community College launched a major gifts campaign. As part of this endeavor, one of the identified goals was to build the student scholarship endowment. This project will cover a span of five years to establish a substantial foundation that will generate several additional scholarship dollars available to students. The college's business partners have played a primary role through their contributions.

### Indian Hills Community College (IHCC)

All Technical programs, Career Option programs, and the Customized Learning Department utilize advisory committees to develop curriculum for programs and individual course offerings. Advisors meet at least twice a year. The college has aligned the curriculum revision process to better use the input from the advisors. The participation of advisors is paramount to success. Once a year, the college hosts all 450 advisors on campus at one event.

The college utilized advisory committees to assist with equipment donations for new and existing programs. They continue to look to business and industry for assistance with Foundation scholarship efforts.

Many of the healthcare facilities in Area 15 offer scholarships and/or forgivable loans to students enrolled in health career education.

### Southeastern Community College (SCC)

The Center for Business and Industry Services (CBIS) regularly meets with business and industry advisory groups to seek input in the development of credit and non-credit programming.

Iowa Job Training Funds 260E & F administered by CBIS offers financial assistance to new and existing industries to train their workforce.

Specifically in regard to non-credit courses, CBIS responds quickly to assess need, design curriculum, and deliver training to area business and industry.

The Tri-State Ag Educational Foundation provides scholarships for students to attend their first year at SCC in the Ag program. Foundation members include representatives from Horticulture and Turf Management, ag chemical business, cattlemen and livestock farmers, Young Farmers Association, Farm Bureau, swine producers, corn and soybean producers, Ag finance, and Ag Program alumni.

The Southeast Iowa Builder's Association (SEIBA) provides scholarships for Construction Technology students. Seventeen scholarships totaling \$8,500 were awarded to SCC students. The Southeast Iowa Builder's Association (SEIBA) also donated a construction trailer to be available for the fall 2004 term.



Area auto dealerships provide vehicles and equipment for the Automotive Technology and Auto Collision Repair programs. Additionally, local distribution and supply companies are providing generous discounts on tooling and service equipment needs.

Metal supplies for the Welding program are primarily provided by area manufacturing companies from their surplus and/or scrap materials.







Goal #4: Iowa's system of community colleges will demonstrate effectiveness and efficiency for achieving the system mission and goals.

Initiative A: Develop a set of agreed-upon performance indicators common to all community colleges.

### **Department of Education Response**

The Department of Education is coordinating the work of the Community College Performance Indicators Task Force. In December 2003, a list of proposed indicators was reviewed and approved by the State Board of Education. The State Board of Education requested that the Department of Education continue to work with the task force in the exploration of indicators related to: (1) economic development; (2) success of community college students in transferring to other postsecondary institutions, utilizing the National Student Data Clearinghouse; and (3) persistence and/or graduation. The department will utilize the year-end data due on August 4, 2004, from the community colleges to calculate performance on the indicators.

The department and the task force is sponsoring a meeting with community college administrators and Dr. Kay McClenney, Director, Community College Leadership Program, The University of Texas at Austin, to gain a "national perspective on community college student success indicators" on September 17, 2004.







Goal #4: Iowa's system of community colleges will demonstrate effectiveness and efficiency for achieving the system mission and goals.

Initiative B: Collect, verify, and publish community college data through the use of the MIS system.

## **Department of Education Response**

### **Community College Data**

- MIS System - The community college Management Information System (MIS) is an electronic data transfer and collection system that the community colleges and the Iowa Department of Education designed to meet the collective information needs of the system of community colleges and federal and state reporting requirements. The MIS consists of five components:
  - Credit Students, Demographics, and Enrollments
  - Non-Credit Students, Demographics, and Enrollments
  - Human Resources
  - Financial
  - Program and Course Information

All five components are operational and are undergoing review and revision. The Year-End Reporting Manual was updated during fiscal year 2004. The Uniform Financial Accounting Manual is currently going through the revision process and will be updated by the end of this summer.

The significant reports that were developed and revised include:

- 2003 Fall Credit Enrollment Report
- 2003 Condition of Community Colleges Report
- Fiscal Year 2003 Year-End Report
- Fiscal Year 2005 Certified Budget Report
- Perkins Financial and Student Reporting - The Perkins financial and student reporting supplements the MIS system. It was developed into an on-line method in an effort to better serve the community colleges.
- Tuition and Fees Report - In addition to the financial reports prepared as listed above, each year there is a tuition and fees report prepared. Each community college is asked to update the tables for their current information, which is compiled into the tuition and fees report. The Iowa community college data is also compared against national data. Tuition information was also included in the Condition of Community Colleges Report.



- Year-End Report - A Year-End Report which includes the financial information about the community colleges is completed annually. Reports may be viewed at <http://www.state.ia.us/educate/ccwp/cc/reports.html>. Some of the above financial reports utilize data collected via the MIS system (Year-End Report, Condition of Community Colleges).
- The National Crosswalk Service Center -The National Crosswalk Service Center is researching and testing new standards that are changing the way that electronic information will be shared in the future. The center is one of the primary producers of crosswalks and taxonomies and is the only service on its kind in the nation. The National Crosswalk Service Center products and services improve the quality of data moving into the electronic labor exchange systems nationwide. The Crosswalk Center's knowledge of classifications and technologies benefits the community colleges and MIS system.
- During 2004, the adult and continuing education component of the community college MIS was revised. This was the culmination of about 18 months of work by the Adult Deans and Directors, the Department of Education, and the community college presidents.



Goal #4: Iowa's system of community colleges will demonstrate effectiveness and efficiency for achieving the system mission and goals.

Initiative C: Collect one- and five-year implementation plans and annual accomplishments related to the statewide strategic plan from each community college and issue a statewide annual report.

## **Department of Education Response**

### **Statewide Annual Reports**

- Condition of the Community Colleges Report and Tuition and Fees Report - Funding is compared in the Condition of Community Colleges Report and Tuition and Fees Report. These reports show a comparison of percentage of total each revenue source comprises.
- Collection of One- and Five-Year Community College Plans - The Iowa Department of Education annually requests copies of each community college's strategic plan and annual progress reports.
- Five-Year Plan for Iowa's System of Community Colleges Progress Report - During fiscal years 2002, 2003, and 2004, the Iowa Department of Education requested each community college submit their responses or activities undertaken to address the statewide goals and initiatives included in the annual progress report, Shaping the Future: A Five-Year Plan for Iowa's System of Community Colleges. This report is a summary of the Department of Education, the Iowa Association of Community College Presidents (IACCP), the Iowa Association of Community College Trustees (IACCT), community college liaison groups, and the individual community college responses to the state plan.







Goal #4: Iowa's system of community colleges will demonstrate effectiveness and efficiency for achieving the system mission and goals.

Initiative D: Establish a recognition program for exemplary activities that address the goals and initiatives of this plan.

### **Department of Education Response**

#### **Recognition Program**

- Career and Technical Student Organizations Recognition Event - The Office of the Governor, the State Board of Education, the Iowa Department of Workforce Development, and the Iowa Association for Career and Technical Education (IACTE) sponsored a recognition ceremony for 49 student leaders in career and technical education. This ceremony was for students involved in career and technical student organizations as national award winners and state or national officers. In addition, all career and technical student organizations have local, state, and national recognition events to honor outstanding students representing their specific organization.
- Automotive Award of Excellence Program - The Automotive Industry Planning Council established the Award of Excellence in Automotive Training program in 1984. Northwest Iowa Community College was the state of Iowa winner.

#### **Iowa Association of Community College Presidents (IACCP)/ Iowa Association of Community College Trustees (IACCT) Response**

The Iowa Association of Community College Trustees annually recognizes an individual who has an outstanding performance record from each of these following categories:

1. Trustee
2. CEO
3. Faculty Member
4. Support Staff

In addition, plans are underway to add a fifth category, that of Administrator/Management. It is anticipated this category will be implemented within the next year.







Goal #5: Iowa's system of community colleges will recruit, enroll, retain, and/or graduate persons of under-represented groups (i.e., gender, race/ethnicity, socio-economic status) in all programs.

Initiative A: Implement activities and services that increase awareness of the importance of gender equity and ethnic diversity as it relates to the social and economic development of communities in each college's geographic area.

### **System-Wide Responses Contributed by Community College Liaison Groups**

#### **Chief Academic Officers**

The Chief Academic Officers have representation on the Department of Education Equity Advisory Committee.

### **Community College Responses**

#### **Northeast Iowa Community College (NICC)**

##### Activities:

- **Diversity Committee**—NICC's Diversity Committee provides opportunities for exploration of cultural and racial diversity as an essential part of the educational process. The Diversity Committee exposes students and the community to a variety of cultures and international perspectives.
- **Continuing Education Programming**—The Undiscovered Resources Employer Conference and Job Fair raises employer awareness of the community's diverse workforce and connects employers with nontraditional workers. The Women's Leadership program targets college students and community-area women and provides leadership opportunities for women in a tri-state area.
- **College Vision Team**—NICC's Vision Team consists of key campus personnel responsible for improving the enrollment management process. The team can respond to changing enrollment demographics and advocate for under-represented students and has an annual "visioning" and strategic planning process.
- **Educational Opportunity Programs**—NICC houses Department of Education TRIO – Student Support Services and Upward Bound programs in order to provide academic support to low income, first generation participants. NICC TRIO grants support the objectives of opportunity, equity, and access to nontraditional students by increasing TRIO participant retention, graduation, and transfer rates.



- **Learning Center and Disability Services**—The Learning Center provides tutoring to all NICC students and offers remedial instruction in reading, writing, and mathematics. The Learning Center houses services and adaptive equipment for student with disabilities.
- **Student Services**—Passport to Student Success, a new student orientation course offered to all incoming students, provides information about college registration, advising, financial aid, academic support, and computer services. It is a crucial retention tool for first generation and nontraditional students.
- **Breaking Traditions**—Breaking Traditions is a new student organization at NICC. It is dedicated to making known the need for and the value of having women and men in all career areas and supporting students as they prepare for work in the nontraditional arena. Addressing barriers students may face in education or employment because of gender is one of several organization objectives.
- **Nontraditional Career Awareness**—Several awareness and recruitment activities are planned each year around nontraditional careers for adults and youth. On-campus technical experiences and business and industry tours provide first hand knowledge of nontraditional skills and careers for men and women. Tools are also provided to students training in nontraditional careers. A junior high career fair and girl's only conference both emphasize nontraditional careers and expanded options for males and females. The girls' only conference targets 7<sup>th</sup> and 8<sup>th</sup> grade girls throughout 25 middle schools and provides information and support to guidance counselors and teachers on nontraditional careers and women's history.
- **Outreach**—Support services are provided to single parents, displaced homemakers, and welfare recipients. These services primarily reach women and assist them with emergency financial needs or personal needs in an effort to ensure their academic success.
- **Outreach to International Students**—NICC's Diversity Committee has plans to implement a mentoring and orientation program geared specifically to help incoming international/foreign students. The mentoring program would pair second-year honor students with new, incoming international students to help them adjust to a new culture and assist them around campus. The group also hopes to provide special events to give students an opportunity to get together and socialize.

### **North Iowa Area Community College (NIACC)**

- NIACC has a rich history of promoting diversity. During FY04, the college delivered programs and activities intended to impact NIACC's social and economic development priorities by increasing community awareness of diversity issues.
- Targeted diversity marketing led to specific programs including the following: Conversational Russian, Community Spanish, English/Spanish Café, and Leaders Follow Their Heart. NIACC also conducted English classes geared toward non-English speaking persons, provided occupational Spanish courses for specific fields of employment, designed publications with an eye toward cultural diversity, and organized workshops that focused on generations at work and on diversity and disabilities in the workplace.



## **Iowa Lakes Community College (ILCC)**

- **Career Resource Center** provided access to career exploration activities and assistance in resume and portfolio development, as well as interview and job seeking skills training.
- **Convocations** held included Deidre McCalla, vocalist, the Dakota Wind Quintet, and Elizabethan Madrigal performances. The Early Childhood Education Club partnered with Prevent Child Abuse Iowa and other service organizations and sponsored convocations that featured Tanya Brown. Ms. Brown spoke to the audience on domestic abuse. Kathie Snow was the keynote speaker for the Child Care Conference and addressed challenges and victories in raising children with disabilities.
- **Core Book Project: Postville: A Class of Cultures in Heartland America** author Stephen Bloom participated in class discussions and panel discussion with community members focused on ethnic blending within a community. Student organizations participated in an International Food Faire. Instructors were encouraged to utilize the core book, *Postville*, in Sociology, Ethics, Philosophy, Religion, English, Literature, Journalism, Ag classes, Marketing, Tourism, Criminal Justice, law classes, or any seminar class where diversity issues were discussed.
- **Equity Implementation Grant** provided fiscal support to hold a faculty retreat and pilot the New Frontiers Road Show targeted to area middle school students. Program coordinators presented successful strategies and encouraged gender nontraditional career exploration to colleagues. Promotional materials were developed and distributed.
- **TRIO programs** at Iowa Lakes continued to serve first generation, low income college students pursuing higher education goals.
- **Student Support Services (ASPIRES)** provided tutoring and college visit opportunities to students as they aligned courses to transfer to a baccalaureate degree. Study skills and other seminars were held for students to increase the retention of first generation, low income students.
- **Talent Search** supported approximately 800 students in grades 5 through 12 in addition to adult youth through age 27 that have not earned a bachelor degree. Cultural activities were included in college visits and at Iowa Lakes during theatrical performances and convocations.
- **Upward Bound** provided mentoring and support services to 60 students and included a six-week summer residential component to expose students to the college environment and provide preparatory college course work in science, mathematics, Spanish, English composition, and literature.
- **Counseling Services** assisted students with “survival skills” during in-class presentations such as time management and stress management.



## **Northwest Iowa Community College (NCC)**

- **Cultural Diversity**-Each year, Northwest Iowa Community College's Cultural Diversity Committee plans a program that provides students with the opportunity for exploration of cultural and racial diversity. Programs in the past included presentations on Indian, Hispanic, and Black culture. Often the program includes a speaker as well as a cultural presentation/entertainment. This past year, on April 27<sup>th</sup>, NCC hosted the Native American group called Many Moccasins from the Winnebago Indian tribe. Their performance included Native American dancing and commentary on their customs and traditions.

## **Iowa Central Community College (ICCC)**

Iowa Central celebrates diversity in a variety of ways. The Student Senate and Multicultural Student Union sponsor activities that promote diversity and acceptance. Campus-wide e-mails are sent to students and staff to announce each ethnic or minority holiday and observance.

The Multicultural Student Union has sponsored an African American Heritage dinner for the last three years. Last year, assistant county attorney Shawn Smith was the keynote speaker. Also, the Student Senate along with staff members received training in "Making Our Schools Safe for Gay, Lesbian, Bisexual, and Transsexual Students."

The Social Science department is developing courses in African American History and Native American History to offer in the spring of 2005.

Iowa Central Community College staff members are on the Board of Directors for the H.C. Meriwether Scholarship Foundation – an organization that raises money and awards college scholarships to deserving minority high school seniors. They are also members of the Martin Luther King Memorial Committee. The committee plans and sponsors an annual Martin Luther King Prayer Breakfast in January. Last year, Derek Barry was the keynote speaker.

Latino Visit Day at the Storm Lake Center is a special day set aside to encourage the Latino population to come visit campus and find out more about educational programs, how to apply for financial aid, learn to speak English, and enroll for classes.

At the request of the state Department of Education, each community college was asked to send three staff members to a Student Achievement Grounded in Equity (SAGE) workshop in October 2003. Shelly Hill, Industrial Technology Associate, Dave Raedeker, Career Development Director, and Dr. Mary Sula Linney, Associate Vice President of Grant Development and International Affairs attended the training session. The purpose of the workshop was to provide participants with updated research on strategies to increase student achievement and retention and better prepare students for a changing workforce.



Future funding was offered to each college that would commit to similar training sessions at its institution. Iowa Central applied for and received funding to continue the training. In April, a training session was held on campus for six members of each academic department. After this session, the participants were asked to observe another participant's classroom and/or critique their own teaching materials on the basis of equity. About half of the participants submitted reports on their observations or critique. During the fall in-service days, participants will be responsible for training their own department members in the SAGE methodology. Should funds prevail, Dr. Dolores A. Grayson, the authority and author of the training materials for SAGE, will be invited to present during the in-service days.

During the spring semester of 2004, Iowa Central Community College celebrated its 14<sup>th</sup> year of Focus International. Australia was the primary focus of all programming. Staff and students participated actively in all events. In February, Iowa Central International Students and local heritage associations offered displays of crafts, national foods, as well as entertainment at the Triton Inn and adjoining spaces. One particular area of the Triton Inn was devoted to Australia in support of our focus country.

Several instructors held workshops on topics such as "Swaziland, the Royal Empire," "Aboriginal Art in Australia," and "The Chilean Coup." John Pemble demonstrated Aboriginal musical instruments. The event finished with the first winter concert of the Karl L. King Municipal Band, which included several selections of Australian music. More than 500 staff, students, and members of the public enjoyed the afternoon exploring the cultures of over 30 countries at the *Festival of Cultures*. In late March, the focus committee teamed up with the Iowa Central Art department to host *An Evening Festival of Australian Arts* at the Blanden Museum. Among the activities were a book review of Bill Bryson's *Sunburned Country* and the enjoyment of sampling a large array of Australian snacks. A number of instructors included modules on Australia in their curriculum and the Iowa Central website provided keen information on Australia, including a dictionary of common Australian expressions. Even though the study tour to Australia did not occur, a visiting professor from Australia gave a presentation to students, staff, and the public on a study tour to the Melbourne area.

### **Iowa Valley Community College District (IVCCD)**

IVCCD continues to develop strategies that contribute to the success of students in under-represented groups. As part of a five-year Title III Strengthening Institutions grant, Student Support Services, including Developmental Education, will be strengthened throughout the district. The expanded programming will allow for more intensive advising of at-risk students and will provide improved developmental education services. Many of these students are not only academically at-risk, but face economic, language, and cultural challenges that are to be addressed over the life of the grant throughout the district. Specific initiatives detailed in Goal 1, Initiatives A, E, and H also supports an active approach to developing programs related to social and economic development of communities.



## **Hawkeye Community College (HCC)**

- The college has implemented funding from the Iowa Department of Education in the amount of \$10,000 for an Implementation grant for Recruitment and Retention programs leading to nontraditional employment for their gender. The targeted HCC technical programs are Dental Assisting, Medical Lab Technology, Optometric/Ophthalmic Assistant, Architectural and Construction Technology, and Civil and Construction Engineering Technology. This project will implement strategies with the goal of recruiting general education (undecided) and high school students of nontraditional genders into these programs and retaining them through graduation. Four areas to address gender issues are career awareness and education, professional development, support services for nontraditional genders, and employer involvement and commitment.
- Hawkeye Community College, through its Student Life department, continues to provide the “Color Me Human” program. Representatives from the Waterloo schools and area businesses have been invited to join the “Color Me Human” committee. This program celebrates diversity through speakers, music, dance, and forums related to ethnic, gender, and other diversity issues. The following is a list of activities and events for the 2003 – 2004 school year.
  - Color Me Human Kickoff – Keynote, Dr. Kesho Scott’s “Unlearning Isms” & Calle Sur, Latin America and the Caribbean style band.
  - POW/MIA flag raising ceremony.
  - Study Circles On Race - Fall and Spring Terms with Human Relations classes.
  - (also open to students and staff members).
  - Gay/Lesbian Awareness Month – Dave Pallone was a former major league baseball umpire who eventually went public with his sexuality presented “Behind the Mask: My Double Life in Baseball.”
  - The Bosnian Culture – Semso Beganovic, speaker.
  - Veterans Day Recognition – Flags hung in Hawkeye Center with special recognition of veterans involved in U.S. wars and conflicts.
  - Native American Month Speaker – Richie Plass’ “Mascot Issue.”
  - MLK Jr. Dinner – Student Senate sponsored table.
  - Black History Month – Carl Raye’s one-man production of “A Killing in Choctaw.”
  - Black History Month – “Black Baseball” a story of the Negro Baseball League by Byron Motley.
  - Black History Month – Dr. Harry Brod’s “White Men Challenging Racism.”
  - Black History Month – Comedian C. Willi Myles.
  - Women’s History Month – Dr. Barbara Cutter presented “Domestic Devils, Battlefield Angels: The Radicalism of American Womanhood 1830-1865.”
  - Women’s History Month – “Adam and Eve from a Feminist Perspective” by Dr. Susan Hill.
  - Ethnic Food Fest – Free food samples made by students, staff, and faculty featuring foods from around the world. Music was provided by the Clayton Miller Blues Band.



- Ultimate Cultural Road Trip – Guthrie Theatre in Minneapolis to see Shakespeare’s “Othello.”
- The college’s Cultural Committee sponsored several events that promote cultural and ethnic diversity. These events included Cinque Cullar and the Tribe of Judah, a Gospel choir; Stories on Tour featuring Queen Nur and Kala JoJo by TheatrWorks USA, traditional African American stories; and an exhibit and presentation by the artist Tsewang Thinley, a painter of traditional Buddhist Art.
- Hawkeye Community College has implemented SAGE (Student Achievement Grounded in Equity) training of faculty. The goal of the program is to prepare faculty and others working with adult learners to become inclusive in their instructional approaches and to increase student achievement and retention.

### **Eastern Iowa Community College District (EICCD)**

Among the community and student events, the colleges within EICCD have organized activities to honor Black History month, Martin Luther King Day, international fairs, Taste of Muscatine, guest performers and speakers, and career days. An equity job fair was held at the Manufacturing Technical Center, bringing in nontraditional career professionals to speak to area high school students about careers in their fields. Specific careers included welding, drafting, machining and electronics. Another district program aimed at this goal includes the Women in Highway Construction program.

### **Kirkwood Community College (KCC)**

- Kirkwood Community College supports and sponsors events and activities within the community which helps to increase the local awareness in these areas. Kirkwood is partnering with the African American History Center to provide distance education opportunities through the installation of an ICN classroom. Kirkwood supports the campus-wide International Diversity Day on the campus in which over 600 local elementary students are brought to campus to learn about international cultures and activities. Kirkwood provides developmental and learning activities on Martin Luther King Day to staff and faculty to help them be aware of new developments and strategies to reach students with information about other cultures and careers.
- Female faculty conducted an on-site presentation to local high schools on computer programming careers. This is a career that has traditionally been male dominated.
- Business and Information Technology program brochures were reviewed for ways to promote diversity within the career field.
- Social Science/Career Option program brochures were redesigned to include photographs of gender-sensitive and diverse students in each of the programs that were featured.

### **Des Moines Area Community College (DMACC)**

Submitted and received an Innovation Grant to provide Multicultural Diversity training for DMACC faculty and staff. Training was held in March and April with excellent evaluations.



## **Western Iowa Tech Community College (WITCC)**

Western Iowa Tech established a task force to focus on the educational needs of Latinos. The task force is responsible for developing processes to 1) increase the awareness of WITCC faculty and staff to the culture and needs of the Latino community; 2) evaluate the cultural relevance and connectedness of current WITCC services and processes both in and out of the classroom; 3) develop needs analyses of the Latino community; 4) recruit Latino faculty and staff; and 5) recruit Latino students into credit and noncredit offerings. The college hosted several first-time events: 1) a Campus Visit Day for Latino students and their families; 2) the closing ceremony for Cinco De Mayo celebration on the WITCC campus as part of Lifelong Learning; and 3) the visit of Mexican Consulate on the WITCC campus.

## **Iowa Western Community College (IWCC)**

- Iowa Western provides a range of cultural activities and educational programs related to gender and ethnic awareness and diversity. As the metropolitan Council Bluffs area becomes increasingly more diverse, the need for related activities and services has grown. Correspondingly, the college has expanded its offerings. Examples include:

International Culinary Arts Luncheon  
Martin Luther King Jr. Presentation  
Women and Black History Month

- The Southwest Iowa Performing Arts Center has hosted cultural events that address the breadth of diversity paradigms. The college also hosts a cultural exchange with our sister city in Japan allowing international students to experience our culture while the local community is enriched by their presence.

## **Southwestern Community College (SWCC)**

### **Student Achievement Grounded In Equity (SAGE)**

During the 2003-2004 school year, Southwestern Community College faculty, staff, and administrators were required to go through a SAGE training workshop. The training provided all college employees with updated research on strategies to increase student achievement and retention and better prepare students for a changing workforce. The primary objective of the training was to increase everyone's awareness of the need for a more interactive and supportive environment for postsecondary students.

### **Implementation Grant**

During the 2002-2003 year, Southwestern Community College applied and received funding for the Perkins Planning and Implementation grants for Increasing Enrollment and Retention of Students in Nontraditional Careers. The focus of the grant funding was training for faculty and staff using the Taking the Road Less Traveled toolkit.



After training sessions using Taking the Road Less Traveled toolkit and meeting with the college faculty, recruiters, regional Tech Prep coordinator, and the Director of Enrollment Management, action plans were developed and reviewed. From the action plans and discussions of ideas gained from dialogue with other Iowa community college representatives who presented at the state Equity conference, the following recruitment ideas were selected for development and implementation during the 2003-2004 year:

Activity #1. 2'X3' color posters promoting women and men in nontraditional careers will be designed, printed and distributed to Area 14 schools and businesses.

Activity #2. Southwestern Community College will host a Nontraditional Career Conference featuring programs and speakers who have demonstrated success in nontraditional career roles. Targeted audience will be recruited from Area 14 high schools and businesses.

Activity #3. Multimedia advertisements will be designed, developed, and implemented by using Area 14 movie theaters and radio stations. Color film slides intended to specifically promote recruitment into nontraditional careers will be used in the local movie theaters during times allocated for movie previews. Thirty-second radio ads also intended to recruit students into nontraditional career education programs will be developed and broadcast regularly throughout the year on local stations.

The college also sponsored two Nontraditional Career conferences with participation from local business and industry and area community high schools. The conferences resulted in over 500 participants. An additional Transition Day was held for area alternative high school students with a strong emphasis on career opportunities for under-represented groups in nontraditional careers.

### **Indian Hills Community College (IHCC)**

- Arts and Sciences Faculty Diversity Committee is responsible for development and implementation of diversity activities both in and out of the classroom. Activities include staff development opportunities, lectures, plays, and guest speakers.
- Equity training is offered to all staff, faculty, administrators, and counselors.
- International student seminars.
- Diversity training.
- Review curriculum, eliminate bias in texts, audio-visual materials, and teaching methods.

### **Southeastern Community College (SCC)**

Southeastern Community College is working to increase its curricular offerings in diversity courses, as well as the sponsoring events. Examples of this are a newly formed campus diversity group, a newly formed campus culture committee and participation through sponsorship of events made available through Iowa Sister States (ISS).



Established a full-time English as a Second Language (ESL) program to help non-English speaking students transition to college level courses and programs. Hired a full-time ESL instructor to coordinate/facilitate the ESL program. SCC has developed a multicultural committee that has facilitated three major efforts during the 2003-04 year:

1. Coordinated/hosted a weeklong visit of five Russian women professionals through the Open World Leadership Program. The college has hosted this program once and assisted Iowa Sister States with two other delegations.
2. Coordinated and facilitated an extensive schedule of multicultural events during February 2004. Designated the month as SCC Multicultural Month. Several events were open to and promoted to the local community.
3. A comprehensive plan has been developed for a Southeast Iowa Center for Multiculturalism (SEIMC). This center would serve as a clearinghouse of information, activities, and services offered throughout the entire SCC district and would provide liaison services for individuals, businesses, and organizations needing assistance with multicultural issues.

SCC continues to offer minority scholarships to area students of color to assist with their educational financing.



Goal #5: Iowa's system of community colleges will recruit, enroll, retain, and/or graduate persons of under-represented groups (i.e., gender, race/ethnicity, socio-economic status) in all programs.

Initiative B: Implement strategies to increase the awareness of K-12 students as to the opportunities available through non-traditional careers.

## **Community College Responses**

### **Northeast Iowa Community College (NICC)**

Activities:

- **Nontraditional Career Awareness**—Several awareness and recruitment activities are planned each year around nontraditional careers for adults and youth. On-campus technical experiences and business and industry tours provide first hand knowledge of nontraditional skills and careers for men and women. Tools are also provided to students training in nontraditional careers. A junior high career fair and girl's only conference emphasize nontraditional careers and expanded options for males and females. The girls' only conference targets middle school girls from 25 area schools and provides support and technical assistance to guidance counselors on nontraditional career awareness and women's history.
- **Admissions Information Regarding Nontraditional Careers**—Admissions representatives make regular visits to local high schools and provides general information about programs that includes nontraditional career areas. NICC is working on a promotional video to promote several Industrial Technology programs. Specifically, it plans to feature several women in the carpentry and construction trades. This video will be distributed to area junior high and high school students.
- **Adult Re-Entry Nontraditional Career Center**—The center has developed targeted program brochures for high school and middle school youth on health careers and the construction trades. These brochures invite students to campus to shadow courses and lab experiences and talk with current college students who are training in a nontraditional field.
- **Adult Re-Entry Nontraditional Career Center**—The center utilizes the "Taking the Road Less Traveled" toolkit and has continued to network with local high schools on using this resource to create awareness and opportunity for youth to explore nontraditional careers.



### **North Iowa Area Community College (NIACC)**

- **Collaborative Activities:** This past year, targeted funds from the North Iowa Perkins and Tech Prep Consortium have been utilized to increase awareness of K-12 students to nontraditional career opportunities. In November, a hands-on Career Academy was conducted at NIACC to expose students to agriculture, industrial technology, business, food service management, and information technology careers. Several targeted sessions were conducted in nontraditional career areas. Entrepreneurship opportunities were also explored. All 24 area high schools were invited to participate; more than 400 students attended.
- **Targeted Events:** A gender equity grant awarded to NIACC focused on nontraditional career opportunities in Information Technology. Through this grant, a *Women in Tech* club was started, and four meetings were held. The high school girls and women who attended met with female career professionals from the Information Technology field. Girls from all 24-area high schools were invited to participate. In addition, *Wired Differently Day*, was conducted in March, again with all area high schools invited. There were two special “girls only” sessions conducted that day to introduce young women to opportunities in Information Technology. Finally, high schools, in partnership with NIACC, conducted *Tune in to Technology*, a hands-on evening career exploration event at four local high schools for 8<sup>th</sup> grade girls and their parents.
- **Raising Awareness of High School Staff:** Utilizing funds from the State Gender Equity, Secondary Perkins, and Tech Prep grants, Gender/Ethnic Expectations and Student Achievement (*GESA*) training was conducted in October. In addition, at the career and technical educator network meetings, high school teachers discussed overcoming barriers to nontraditional career opportunities. The high school counselors who participated in the area *Counselor Network* also discussed similar issues at their meetings. In June 2004, approximately 40 high school staff members (counselors and career and technical education teachers) will address diversity issues during a full-day workshop.

### **Iowa Lakes Community College (ILCC)**

- Classroom speakers and activities were incorporated in promoting nontraditional career opportunities to K-12 students through secondary programs such as alternative high schools, Tech Prep programming, and the Iowa Lakes Regional Academy.
- An Equity Implementation grant through the Iowa Department of Education supported a faculty retreat focused on recruitment and retention efforts. A variety of program coordinators presented career overviews and discussed employment opportunities with students during middle school Road Shows.



### **Northwest Iowa Community College (NCC)**

- **Gender Equity Grant** - Northwest Iowa Community College received a Gender Equity grant for the 2003-2004 academic year. The grant allowed for developing a plan to increase enrollment and retention of nontraditional (gender) programs offered at NCC. The project included an awareness program book distributed to all Area 4 guidance counselors. In the fall, sophomore students from Area 4 were invited to an “NCC Gender Equity Day” in which there was an opportunity to explore three different career areas not typical to their gender. All students who attended were invited back to campus in the spring for an additional exploration session which included parents. The activities of this event included female Engineering students from Iowa State University (ISU) that arranged several problem solving group projects. Along with the ISU female students, NCC students who are studying programs not typical of their gender hosted a panel discussion for the visiting students and parents. The event concluded with a meal and a tour of campus. A final component of the project is yet to be delivered. Any student participating in the Gender Equity Day was offered a \$500,000 scholarship if becoming a full-time enrolled student at NCC.
- **Health Careers** - The college is expanding the opportunity to stimulate awareness and interest in healthcare careers among the young male high school population through the implementation of health careers classes in additional K-12 districts. Students are provided job shadowing and clinical experiences in healthcare facilities and related agencies in their communities.
- **Junior High Career Day** - The junior high career day, attended by approximately 1000, emphasizes nontraditional careers and expanded options for both male and female students. Students of both genders attend all presentations.
- **Junior Career Day** - The college’s High School Junior Career Day was attended by 900 this past year. Whenever possible, presenters who are nontraditional in their career are scheduled.
- **Special Students** - College staff work cooperatively with area education agency (AEA) staff to assist school-aged disabled or disadvantaged students explore a variety of occupations.
- **Carl Perkins Act** - Perkins/Tech Prep grant activities encourage the enrollment of students in nontraditional programs.
- **Campus Visits** - The college initiated the concept of program specific campus visit days this year.

### **Iowa Central Community College (ICCC)**

Through funding provided by the Iowa Department of Education, Applied Technologies have hired an individual to recruit nontraditional or under-represented students into this area. She has been charged with developing a brochure as well as visiting area high schools. The college has also partnered with the Lakota Council of Girl Scouts to offer a two-day summer camp introducing middle school girls to the technologies.



A new biotechnology course has been developed and will be offered in area high schools to raise the awareness of biotechnology in the state of Iowa. Iowa currently ranks fifteenth in the nation in concentration of biotech companies. By making students aware of the opportunities available to them in the area of biotechnology, the hope is brighter young students will choose to remain in Iowa.

The college has increased its focus on visiting high schools and Earlybird classes to recruit for specific programs like Human Services and Criminal Justice. The Human Services, Criminal Justice, and Fire Science programs are developing promotional PowerPoint presentations and videos.

The Agriculture Tech program coordinator and several of the program students visited elementary schools in Fort Dodge and presented an agriculture career awareness program to children. Pictures of the group were highlighted on the front page of the Fort Dodge Messenger newspaper.

The Industrial Technology department has had teams of instructors visiting classrooms in and out of Area 5 showing a PowerPoint slide presentation of Iowa Central's campus as well as the programs that the Industrial Technology department offers. Also, the coordinator of the Industrial Technology department has visited classrooms which typically hold females, such as cooking and sewing classes to show students the opportunities that exist for nontraditional students.

Iowa Central Community College's Computer Aided Drafting (CAD) program has partnered with Iowa State University to offer a workshop for female students to learn specific CAD software through tutorials. This exposes females to CAD and may increase awareness of opportunities that exist within the program.

### **Iowa Valley Community College District (IVCCD)**

Iowa Valley Community College District addressed nontraditional gender recruitment and retention through a grant related to the Carl D. Perkins Vocational and Applied Technology Education Act of 1998. Using this grant funding, the Construction Technology program has developed and implemented curriculum and marketing materials designed to attract and ensure the success of females in the program. In particular, efforts will focus on marketing to and recruiting K-12 students. The model includes redesigning recruitment and other program material to include a greater diversity of topics for both males and females. It also includes making the physical environment of the program appropriate to a wider diversity of physical characteristics and implementing a variety of teaching techniques that emphasize an understanding of the carried learning styles of students, such as cooperative learning. Successful elements of the model will be adapted for implementation in other nontraditional gender related programs during fiscal year 2005.



### **Hawkeye Community College (HCC)**

- EMC2, EHC2, and the gender equity grant contribute to awareness of K-12 students of opportunities available through nontraditional careers.
- All Hawkeye Community College marketing and recruitment features students in nontraditional careers.
- Stairway to Opportunities is a program designed to expose middle school children to the many opportunities a Hawkeye Community College education would offer them. Engineering, health sciences, commercial arts, and animal sciences are the specific career areas toured by the children. The program helps students begin to develop particular career interests. Approximately 70 percent of the program participants are minority children.

### **Eastern Iowa Community College District (EICCD)**

The college hosted community events such as the Eagle Watch and wildlife programs, spelling and high school academic competitions, career days, College for Kids and other such programs. They provided K-12 students the opportunities to explore careers, including nontraditional. Each of the colleges also participated in job shadowing days through the local Junior Achievement chapters.

The district's Special Needs project works collaboratively with other agencies within Area 9 to offer school-aged disabled or disadvantaged students the opportunities to explore the occupational fields of cosmetology, commercial housekeeping, auto mechanics, landscaping and child care.

A nontraditional career fair was held on March 25 at the Manufacturing Technology Center. The fair was specifically directed to introduce women to careers in such areas as welding, drafting, machining, and electronics. Information was sent to high school counselors. A brochure highlighting nontraditional careers for women was completed in May. A similar website also went on-line in June.

Admissions recruiters make regular visits to area high schools with information about college programs. Several instructors have also visited classrooms and, through a partnership with John Deere Davenport Works, a representative of that company has also visited classrooms.

### **Kirkwood Community College (KCC)**

- The Workplace Learning Connection is a district-wide intermediary that provides a wide array of work-based learning experiences for students and teachers. Over 700 employers support this office by providing tours, job shadowing, and internship experiences. These experiences enable students and teachers to be more aware of career opportunities in Iowa, including nontraditional careers.



## **Des Moines Area Community College (DMACC)**

DMACC continued a number of activities to promote nontraditional careers to K-12 students:

- DMACC received a grant from the Iowa Department of Education to encourage males to enter health careers. The grant was used to develop a series of promotional materials that were distributed in local middle and high schools.
- DMACC continues to promote technical careers to high school students through Perkins and Tech Prep programs.
- DMACC faculty and staff visit local high schools to promote programs such as Nursing, Automotive Technology, Manufacturing Technology and Architectural Millwork.
- A DMACC Strategic Planning innovation grant funded the production of Career Focus, a publication that promotes career opportunities available through community college technical programs.
- Discover DMACC Days recruit high school students into career and technical programs through hands-on, on-campus visits.
- Students in Selected Training Received in Vocational Education (STRIVE), Youth at Risk, English as a Second Language (ESL) and high school completion programs are encouraged to continue into DMACC programs and to enter nontraditional careers.

Ongoing recruitment activities continue to build relationships with under-served students to prepare them for college-level career preparation. These activities include Career Expo and weekly present in high school and community-based organizations such as Porter Avenue Center of Education (PACE), Juvenile Justice Center, Scavo Alternative School, John R. Grubb YMCA, PEP Academy, and Mentor Iowa.

## **Western Iowa Tech Community College (WITCC)**

Western Iowa Tech Community College continues to offer a wide array of college-prep services to area youth through the Educational Talent Search (since 1989) and Upward Bound (since 1999) programs. The curriculum offered in these two programs touches upon important issues such as gender equity and ethnic diversity. For example, when students learn about choosing a major, they are encouraged to look at all career possibilities regardless of their gender. Participants are also given opportunities to take part in cultural activities, some of which involve discussions on ethnic diversity and the changing face of America. Together, the two programs serve 850 high school and middle school students throughout the district.

## **Iowa Western Community College (IWCC)**

The academic programs at Iowa Western Community College have developed linkages with school districts in Area 13 and the metro area to provide career exploration and career information to all students. Partnerships with the high school career centers have provided articulation and dual credit programs for health and career students.



The Engineering Technology programs sponsored a nontraditional career day for area Girl Scouts, while the Family and Consumer Science Program Days attracted high school students throughout the region.

Perkins funding has been utilized to support nontraditional programs, and Student Achievement Grounded in Equity (SAGE) program provided resources to train Manufacturing Engineering faculty and Student Services staff in the recruitment of nontraditional students. Workshops have been held with college and high school faculty to raise the awareness of nontraditional career opportunities.

### **Southwestern Community College (SWCC)**

#### **Nontraditional Career Conferences**

Each year, the college sponsors two Nontraditional Career Conferences with participation from local business and industry and area community high schools. The conferences provide opportunities for over 500 Area 14 students to explore careers in nontraditional areas. An additional Transition Day was held for area alternative high school students with a strong emphasis on career opportunities for under-represented groups in nontraditional careers.

#### **Implementation Grant**

During the 2002-2003 year, Southwestern Community College applied and received funding for the Perkins Planning and Implementation grants for Increasing Enrollment and Retention of Students in Nontraditional Careers. The focus of the grant funding was training for faculty and staff using the Taking the Road Less Traveled toolkit.

After training sessions using Taking the Road Less Traveled toolkit and meeting with the college faculty, recruiters, regional Tech Prep coordinator, and the Director of Enrollment Management, action plans were developed and reviewed. From the action plans and discussions of ideas gained from dialogue with other Iowa community college representatives who presented at the state Equity conference, the following recruitment ideas were selected for development and implementation during the 2003-2004 year.

**Activity #1.** 2'X3' color posters promoting women and men in nontraditional careers will be designed, printed, and distributed to Area 14 schools and businesses.

**Activity #2.** Southwestern Community College will host a Nontraditional Career Conference featuring programs and speakers who have demonstrated success in nontraditional career roles. Targeted audience will be recruited from Area 14 high schools and businesses.



Activity #3. Multimedia advertisements will be designed, developed, and implemented by using Area 14 movie theaters and radio stations. Color film slides intended to specifically promote recruitment into nontraditional careers will be used in the local movie theaters during times allocated for movie previews. Thirty-second radio ads also intended to recruit students into nontraditional career education programs will be developed and broadcast regularly throughout the year on local stations.

### **Indian Hills Community College (IHCC)**

- Promoted career opportunities at K-12 Career Days; College Junior/Senior Days; faculty participation in area education agency (AEA) sponsored events i.e. Young Writers Conference, History Day; K-12 classroom presentations provided by faculty; science faculty annually work with local K-12 teachers to bring elementary students into science labs to promote opportunities in the science fields.
- Nontraditional career fair.
- Equity training was provided by IHCC faculty to other IHCC faculty, local K-12 faculty, counselors, and administrators.

### **Southeastern Community College (SCC)**

Southeastern Community College continues to offer its annual SCC Day (See Careers on Campus) where area students are bused in from the regional school districts to visit the college campus. Career and technical programs are specifically highlighted during the day with students visiting classrooms and viewing hands-on demonstrations.



Goal #5: Iowa's system of community colleges will recruit, enroll, retain, and/or graduate persons of under-represented groups (i.e., gender, race/ethnicity, socio-economic status) in all programs.

Initiative C: Increase collaborative efforts among community colleges, school districts, and community-based programs to target potential students in under-represented populations.

## Community College Responses

### Northeast Iowa Community College (NICC)

#### Activities:

- **Postville Initiative** - A retired NICC Continuing Education director has been retained as Special Assistant to the President to provide programming and represent the college in Postville, Iowa.
- **Outreach** - Adult Re-Entry staff maintain weekly office hours at two area Iowa Workforce Development Centers in order to create better and easier access to education for persons of all socioeconomic levels. Staff provides workshops to Promise Job clients and provides workshops to dislocated workers through the Iowa Advantage Initiative. Adult Re-Entry also maintains an Advisory Board comprised of staff from the area Department of Human Services, community action agencies, an economic development director, Proteus outreach specialist, Promise Jobs specialist, Iowa Workforce Development director, and students. The Advisory Board serves as a communication arm of the program by distributing information about nontraditional career activities and referring individuals to the college.
- **Displaced Homemakers/Single-Parents/Female Criminal Offenders** - Adult Re-Entry provides additional support services to displaced homemakers, single parents, and female criminal offenders. These services include emergency financial assistance for textbooks, childcare, transportation, food, housing, and other needs. Adult Re-Entry is a member of the Iowa New Choices Network for displaced homemakers, single parents, and female criminal offenders.
- **TRIO and Upward Bound**—These two programs target adult, high school, and middle school students who would be first generation college students. Typically, these individuals come from lower socioeconomic groups.



### **North Iowa Area Community College (NIACC)**

- **Training for Teachers and Counselors:** Community college staff and high school staff members participated in gender equity training in fall 2003; approximately 40 educators attended the two-day Student Achievement Grounded in Equity (*SAGE*) and Gender/Ethnic Expectations and Student Achievement (*GESA*) training workshops. During the school year at their network meetings, high school career and technical education (CTE) teachers and counselors discussed under-represented populations and strategies to overcome barriers. Additional training was provided to counselors on meeting the needs of students from low socioeconomic backgrounds.
- **Targeting Students:** Many targeted events are conducted at NIACC each year to assist all high school students in making informed educational and career decisions. Overall, more than 2000 students attended these events during the 2003-04 school year. In October, *Explore 2004* linked seniors and their parents to educational options, career opportunities, financial aid, and college success strategies. In November, more than 400 students from area high schools, including the alternative high schools, participated in *Career Academy Day*. At this event, students gained hands-on exposure to opportunities in agriculture, business, industrial technology, information technology, entrepreneurship, and food service management. Other career exploration events at NIACC for high school students included *Wired Differently Day*, *Automotive Career Night*, *Taste of Tech Night*, and *Industrial Technology Open House*. The *Building Trades Playhouse Competition*, conducted in May, included students and teachers from 11 different high schools. The annual *Career Day*, held in May on the NIACC campus, was attended by approximately 1300 area high school students. A special guest presenter, Jason Dorsey, encouraged students to “think outside the box” and begin their career exploration and preparation today. On that day, approximately 60 colleges participated in the College Fair and career information sessions exposed students to hundreds of career opportunities.

### **Iowa Lakes Community College (ILCC)**

- Expanded secondary partnerships with school districts to increase dual credit enrollment for area students and respond to K-12 staffing challenges in areas such as mathematics and career and technical education.
- Partnered with area school districts and increased high school graduate rates through traditional and nontraditional educational opportunities (*i.e.*, *Regional Academy*, *independent study*, *college by cassette*, *online classes*, and *alternative high school*).
- **TRIO Programs** – Area school districts partnered with Iowa Lakes to provide first generation, low income students with activities and resources to pursue higher education.
- **Iowa Commission on the Status of Women** – Provided financial support to persons with disabilities, the incarcerated, welfare participants, single parents, and displaced homemakers as they pursued additional education or job skills training.



## **Northwest Iowa Community College (NCC)**

- **K-12 Cooperation** - The college recognizes that its success in addressing the needs of the potential students in under-represented populations has been enhanced through collaboration with a variety of partners. College staff members meet regularly with K-12 staff in regards to initiatives that would address the needs and interest of various student populations.
- **K-12 Counselors** - Every year, an area-wide meeting of school counselors is hosted by the college seeking input on programming for the following years.
- **Area 4 Superintendents** – Northwest Iowa Community College participates in the monthly K-12 superintendent meetings, reporting and receiving input on various joint initiatives.
- **College Registration** - The Northwest Iowa Community College registrar's office works with registrars from other colleges to assist students to proceed in a manner which will facilitate their transfer. This is of particular assistance to students from under-represented populations as they are often from families who do not have a tradition of attending college and feel uncomfortable by the multiple processes.
- **Alternative High Schools** - Alternative high school students participate in the Junior Career Day.
- **Career Days** - Northwest Iowa Community College works collaboratively with representatives from the K-12 districts and Area Education Agency 4 in the planning of the 8<sup>th</sup> grade and 11th grade career events.
- **TRIO Support** - The "Stars" TRIO Student Success program collaborates with other TRIO programs. This network allows TRIO participants to transition to programs at four-year institutions assuring that they will continue to receive the needed support services.
- **High School Completion** - For some students, the first step before looking toward a career is the completion of their high school education. Northwest Iowa Community College works closely with area high schools in providing alternatives for students to complete their high school education.



## **Iowa Central Community College (ICCC)**

### **Iowa Central Storm Lake Center Seventh Grade Awareness Program**

The Iowa Central Storm Lake Center is a “Partner in Excellence” with the entire Storm Lake Middle School seventh grade. Activities held over the years have included, a Career Fair held by Iowa Central administration and staff, an annual field trip to the Fort Dodge campus to see the fall play production, and a campus career program tour. The Iowa Central Fort Dodge Center Jazz Band comes to Storm Lake and annually presents a winter concert in February. The Iowa Central Encore Singers come to Storm Lake in April during their spring concert tour. Iowa Central Storm Lake Center education majors conducted an annual Friday evening carnival for the middle school students. Various Iowa Central Fort Dodge athletic teams have conducted a variety of sports clinics. These activities give this diverse group of seventh graders a glimpse of college life, career opportunities, and academic opportunities that await them as secondary students through the Iowa Central Storm Lake Center League of Schools Applied Science programs and also the many postsecondary options available through the Fort Dodge and Storm Lake centers of ICCC.

### **The Iowa Central Community College Storm Lake Center League of Schools Accelerated English as a Second Language Program**

For many years, Iowa Central Community College Storm Lake Center has collaborated with seven area high schools in the delivery of applied science and liberal arts college credit programming. Over the years, both secondary and postsecondary students have been enrolled in these opportunities. This consortium has also allocated their Carl Perkins funding to enhance these programs. This funding has had a significant impact on career and technical offerings in the Storm Lake area. Over the last 13 years, the consortium has focused the Carl Perkins funding on enhancing the following programs:

- Building Trades, Electrical Systems and Office Education held at Alta.
- Auto Body and Certified Nurse Aide held at Newell Fonda.
- CISCO Computer Networking, Cosmetology, Engine Mechanics, Child Development, Marketing, Health Occupations, Graphic Arts held at Storm Lake.
- Manufacturing Technology held at Sioux Central.



A new-shared program, targeted for fall 2004 funding, will be an intensive English as a Second Language (ESL) program. Over the years, Storm Lake Schools and Iowa Central have had a very effective ESL program supporting secondary and community education adult English Language Learners (ELL) in the acquisition of basic daily language communication skills. However, with the recent increase of ELLs, 33 percent of the total enrollment at Storm Lake High School and 20 percent of the overall Storm Lake population, administrators have identified that many of these students do function quite well on a daily language basis, not needing further tutorial support. They also have identified that many ELL students are “held back” in succeeding in upper level curricular offerings. This recent population and enrollment increase is the backbone of the need to develop a cooperative accelerated academic language acquisition program. In the spring of 2004, over 100 high school students and adults English skills were assessed in the areas of English grammar, reading, and listening with the Computerized Adaptive Placement Assessment Support System (COMPASS) ESL assessment instrument. An accelerated ESL curriculum was developed and instructors identified. In July of 2004, the students will be placed in one of five levels of the new accelerated ESL curriculum. Classes will begin in the fall of 2004 with a mix of high school students and adult learners.

### **Iowa Valley Community College District (IVCCD)**

Iowa Valley Community College District addresses the need to target potential students in under-represented populations through collaborating with a variety of partners. The area consortium, consisting of K-12 and IVCCD personnel, meet regularly to discuss cooperative educational opportunities for students in both college-transfer and career and technical programs. Race, gender, and ethnicity recruitment and retention concerns and strategies are the focus of discussion in this venue. The district also partners with a variety of community and service agencies (e.g. MICA, Iowa Workforce Development, Promise Jobs, and Vocational Rehabilitation) to coordinate resources and share referrals to services for potential under-represented students.

### **Hawkeye Community College (HCC)**

- The TRIO Student Success Services grant collaborates with other TRIO programs within the community, state, region, and nation in serving under-represented populations. The network allows TRIO participants to transition between programs at other institutions, assuring that these students continue to receive the support services they need.



### **Eastern Iowa Community College District (EICCD)**

The new EICCD weekend nursing program, which began this fall in cooperation with local healthcare providers to address the regional nurse shortage, is also a mechanism to attract males to the program. Application and enrollment patterns for fall indicated male class percentage is higher than the traditionally delivered nursing program due to the targeted recruitment of working adults or second career students. Recruitment activities included program information to nursing homes and other healthcare providers and letters to individuals who have completed the EICCD Licensed Practical Nurse (LPN) program in the last five years to encourage them to complete the Registered Nurse (RN) program through the new weekend delivery.

The college has worked with local Hispanic organizations on events recognizing high school students. Muscatine Community College's center in Columbus Junction continues to reach out to residents in that community, many of who are of minorities.

For 2004, the district renewed its policy of granting every General Education Development (GED) graduate three credit hours tuition-free to recognize their accomplishment and ease their transition into a college credit program. General Education Development graduates are typically under-represented groups in college programs, economically, racially, and by method of secondary education.

The district's Student Built Home is also an example of a collaborative effort to target potential students in under-represented populations. Eastern Iowa Community College District worked with the QC Board of Realtors, areas businesses and merchants, and area school districts.

Student recruitment and enrollment data reflect the district's commitment and success in serving under-represented populations. EICCD student minority percentage was at 12.2 for fall 2002, while the average state community college minority enrollment percentage was 8.2 and the service area minority population percentage is at 8.9 according to the latest census. EICCD has consistently served the highest percentage of minority students of the 15 community colleges and is always above the percentage of minority in the district's service population.

### **Kirkwood Community College (KCC)**

Kirkwood's Executive Director of Secondary Programs works with all of KCC's regional school districts to share data regarding preparedness and success of their students. Kirkwood articulates programs and provides course work to over 1000 high schools students through Postsecondary Education Option (PSEO) and Career Edge academies and our regular admissions process.



The Workplace Learning Connection is a district-wide intermediary that provides a wide array of work-based learning experiences for students and teachers. Over 700 employers support this office by providing tours, job shadowing, and internship experiences. This experience enables students and teachers to be more aware of career opportunities in Iowa, including nontraditional careers and includes high school students in under-represented populations.

For area middle school students, a weeklong summer learning camp is being conducted to give them a hands-on opportunity to find out about how Iowans earn their living. The Career Exploration Camp is held through the Workplace Learning Connection, KCC's special partnership with area schools, the Grant Wood Area Education Agency (AEA) and area Chambers of Commerce. Students in grades 6, 7, and 8 participate in daily excursions to various types of businesses, touring facilities and talking to a wide range of employers. This program gives all students an insight into what might normally be considered nontraditional career opportunities.

The Kirkwood admissions office and Kirkwood student ambassadors are constantly working with area school district staff and students to explain the opportunities available through Kirkwood programs. These efforts often cross and respond to gender and racial biases and expectations.

Kirkwood was successful in securing a STEM (Science, Technology and Engineering Majors) grant from Fund for the Improvement of Postsecondary Education (FIPSE). The goal of this grant is to increase enrollment, articulation agreements, and the "breaking" of gender bias and participation within these areas of study.

As a core partner in this region, the Workforce Investment Act activities and dislocated worker program, Regional Workforce Investment Boards (RWIBs), and Kirkwood staff have been very successful in placing clients from under-represented populations in college level courses and programs.

### **Des Moines Area Community College (DMACC)**

- Ongoing recruitment activities that facilitated building relationships with under-served students to increase awareness of opportunities and access to college (i.e. DMACC's Saturday Academy (Career Expo), weekly present in high school and community-based organizations that serve youth (PACE, Juvenile Justice Center, Scavo Alternative School, John R. Grubb YMCA, PEP Academy, and Mentor Iowa)).
- DMACC Education Outreach specialists reached over 400 middle and high school students with "Think College" strategies to emphasize targeting under-represented student populations. One strategy, Saturday Academy/Career Expo reached over 159 middle and high school students in the under-represented populations. In addition, on-going outreach activities continue relationship building with under-represented students to increase awareness of opportunity and access to college which include weekly presence in high schools and community-based organizations that serve youth, such as, SCAVO Alternative High School, PACE, PEP Academy, Sisters For Success, and the YMCA.



### **Western Iowa Tech Community College (WITCC)**

Mercy Medical Center and WITCC partnered to offer tuition grants to recent Latino high school graduates who were selected and invited to earn Certified Nursing Assistant (CNAs) and Associate Degree Nursing (ADNs) from WITCC. This collaboration serves to provide educational and occupational opportunities to the Latino students and thus increase the size of the nursing labor pool for area employers.

Area agencies serving racial and ethnic minority populations recognize the interest of WITCC in responding to the needs of under-represented groups. These agencies send prospective employees and students to the college. Recently, an agency requested WITCC campus tours for English as a Second Language (ESL) high school students. Spanish and Vietnamese interpreters accompanied the students and college representatives on the tours.

### **Iowa Western Community College (IWCC)**

- Iowa Western Community College has worked cooperatively and collaboratively with many area agencies and service providers targeting low income, disabled, welfare recipients, incarcerated, and displaced homemaker populations. Partnerships include:
  - a) Bridges for Learning in Applied Science and Technology (BLAST) program that worked directly with area high schools assisting students with disabilities to transition to college.
  - b) Iowa and Nebraska state vocational rehabilitation services.
  - c) “Ticket to Work” social security disability program approved educational provider.
  - d) Promise Jobs through Workforce Development.
- The Student Success Service grant has served first generation nontraditional students and assisted in acclimation to college and their pursuit of career and personal goals.
- Service Learning projects integrated within several academic programs have developed liaisons with community groups. This has helped foster awareness of the role that higher education and learning for life serves in enhancing the life circumstances of under-represented populations.

### **Southwestern Community College (SWCC)**

#### **Nontraditional Career Conferences**

Each year, the college sponsors two Nontraditional Career conferences with participation from local business and industry and area community high schools. The conferences provide opportunities for over 500 Area 14 students to explore careers in nontraditional areas. An additional Transition Day was held for area alternative high school students with a strong emphasis on career opportunities for under-represented groups in nontraditional careers.



### Implementation Grant

During the 2002-2003 year, Southwestern Community College applied and received funding for the Perkins Planning and Implementation grants for Increasing Enrollment and Retention of Students in Nontraditional Careers. The focus of the grant funding was training for faculty and staff using the Taking the Road Less Traveled toolkit.

After training sessions using Taking the Road Less Traveled toolkit and meeting with the college faculty, recruiters, regional Tech Prep coordinator, and the Director of Enrollment Management, action plans were developed and reviewed. From the action plans and discussions of ideas gained from dialogue with other Iowa community college representatives who presented at the state Equity conference, the following recruitment ideas were selected for development and implementation during the 2003-2004 year:

Activity #1. 2'X3' color posters promoting women and men in nontraditional careers will be designed, printed, and distributed to Area 14 schools and businesses.

Activity #2. Southwestern Community College will host a Nontraditional Career Conference featuring programs and speakers who have demonstrated success in nontraditional career roles. Targeted audience will be recruited from Area 14 high schools and businesses.

Activity #3. Multimedia advertisements will be designed, developed, and implemented by using Area 14 movie theaters and radio stations. Color film slides intended to specifically promote recruitment into nontraditional careers will be used in the local movie theaters during times allocated for movie previews. Thirty-second radio ads intended to recruit students into nontraditional career education programs will also be developed and broadcast regularly throughout the year on local stations.

### Indian Hills Community College (IHCC)

- Worked with Upward Bound and other pre-college programs to assist students and their families regarding financial assistance available to help pay for college.
- Annual Transition Fair to transition students with disabilities from high school into career and technical programs co-sponsored by IHCC, the area education agency (AEA), and Vocational Rehabilitation.
- Bi-annual nontraditional Career Fair: A career exploration activity encouraging enrollment in nontraditional training and placement in nontraditional jobs.
- Alternative Learning Program - Local school districts place students in the community college for General Education Development (GED) completion. All students are provided with career awareness, information on IHCC programs, and are referred to the Educational Opportunity Center for assistance with completing college and financial aid applications.
- High School completion courses – Indian Hills Community College offers courses to students enrolled in high school who are short credits for graduation.



### **Southeastern Community College (SCC)**

Southeastern Community College administers three of the federal TRIO programs: Educational Talent Search (ETS), Upward Bound (UB), and Student Support Services (SSS). All of these programs specifically target first generation, low income and/or disabled students and provide information and assistance with securing college financing and enrollment. All of the TRIO programs work very closely with K-12 schools and community-based organizations.

Fall 2003, SCC became a member of Promoting Iowa Education Internationally (PIE) which is a consortium of Iowa higher education institutions focused on coordinating international recruitment efforts.

Trustees' Scholarship is available for minority and local school district minority students.



Goal #5: Iowa's system of community colleges will recruit, enroll, retain, and/or graduate persons of under-represented groups (i.e., gender, race/ethnicity, socio-economic status) in all programs.

Initiative D: Replicate, enhance, and/or design exemplary programs to increase women and persons of color in leadership positions in collaboration with school districts, higher education, and business/industry.

## **Community College Responses**

### **Northeast Iowa Community College (NICC)**

Activities:

- **Leadership Institute for a New Century (LINC)/Community College Leadership Initiative Consortium (CLIC)** - On a yearly basis, enroll college employees in the LINC program offered through Iowa State University. The program is designed to build and prepare employees for leadership positions in higher education. The CLIC program provides upper level and mid-management administrators an excellent staff development experience focusing on the latest in management and supervision, current issues in the community college, and certification for administrator evaluator approval and renewal.
- **Iowa Leadership Academy** - Two NICC faculty members attended the Iowa Leadership Academy which is a yearlong academy focused on the development of leadership skills.
- **Continuing Education Programming** - The Women's Leadership program targets college students and provides leadership opportunities for women in the tri-state area.

### **North Iowa Area Community College (NIACC)**

#### **New Hires and Employee Demographic Studies**

- **Selection Process:** The college has an established policy of affirmative action in recruitment, appointment, assignment, and advancement of women, minorities, and persons with disabilities. All employees who serve on selection committees attend an in-service training session to consider Equal Employment Opportunity (EEO)/Affirmative Action (AA) implications. This training has been integrated into the selection process.

Job vacancies are promoted with minority and female professional organizations and associations and with Vocational Rehabilitation for persons with disabilities. North Iowa Area Community College job postings on the college website are "Bobby Approved" making them accessible to the visually impaired. Recruitment via the web has allowed us greater access to a national market.



Personnel activities are monitored by maintaining an applicant and hiring log, a promotion and transfer log, and an exit analysis.

- **Affirmative Action Plan:** The Affirmative Action Plan for the college is updated every two years. The Affirmative Action Plan includes quantitative analysis of the relevant labor market and qualitative analysis. Currently, NIACC is not under-utilized for females or minorities at the administrative level. At the professional and faculty level, NIACC is not under-utilized for females and are under-represented by two minorities. For FY03, NIACC experienced a significant increase (144 percent) in the number of applications from minorities.

The plan is distributed annually to all employees and is made available on the staff Intranet communication system.

### **Continued Training and Development**

- **Tuition Reimbursement:** The college encourages all staff members to pursue continued education. Toward this end, NIACC reimburses tuition up to the current highest rate at an Iowa regent university for successful completion of college-level credit courses. During FY02, 34 staff members received reimbursement for 100 courses (290 total semester hours) for a total tuition reimbursement of \$41,630.
- **Leadership Training:** North Iowa Area Community College has supported employee participation in the Leadership Institute for a New Century (LINC) and Community College Leadership Consortium (CLIC), both of which are leadership programs offered by Iowa State University. These programs are designed for professional and leadership development for individuals working in the community college system. The college also supports participation in Leadership Iowa. NIACC's immediate past participant and next participant are women in leadership positions.

### **Iowa Lakes Community College (ILCC)**

**Community College Leadership Initiative Consortium (CLIC)** – Iowa Lakes provided training opportunities for three women during FY04.

**Advisory Committees** – Program coordinators were encouraged to achieve gender balance and promote minority participation on advisory committees.

**Adult Basic Education** - Increased outreach to English as a Second Language (ESL) classes by hiring a recruiter and implemented additional marketing strategies.



### **Northwest Iowa Community College (NCC)**

- **Leadership Institute for a New Century (LINC)/Community College Leadership Initiative Consortium (CLIC)** - Although the college has not designed a program to specifically increase women and persons of color in leadership positions, the college has participated in the Leadership Institute for a New Century (LINC) for a number of years. This program was originally designed for just that purpose. Northwest Iowa Community College (NCC) sent a participant last year. In addition to participating in this program, NCC had a female representative who participated in CLIC.
- **Iowa Academy** - This was the first year of the Iowa Academy for Organizational Development. Although open to anyone at the college, NCC's participant was a female employee.
- **College Positions** - During the 2003-2004 year, personnel changes occurred which resulted in increasing the number of women in leadership positions. Positions that had been previously held by males, which are now held by females, are the following: the Vice-President of College Services, the Vice-President of Student Services and Institutional Advancement, and the Dean of Arts and Science.
- **Tuition Support** - Northwest Iowa Community College encourages all employees to pursue their continued education. In support of this effort, the college reimburses tuition for those pursuing further degrees at the current highest rate at an Iowa regent university. During this past year, numerous individuals took additional coursework.

### **Iowa Central Community College (ICCC)**

Iowa Central Community College has made significant efforts to increase women and persons of color in leadership positions. Two women were promoted to top administrative levels. A person of color was promoted from Associate Professor to Department Chair for Social Sciences, Education, and Physical Education.

The college employs a very strong admissions staff that works diligently with area high schools to recruit under-represented groups into all programs. The Charter School at Southeast Webster and the new five-year program at Storm Lake will enhance the efforts to recruit, retain, and graduate persons of under-represented groups.

The college works diligently in this area and has had very good results in recruiting and retaining under-represented groups.



### **Iowa Valley Community College District (IVCCD)**

Iowa Valley Community College District, based on the success of the Increasing Enrollment and Retention of Students in Nontraditional Careers planning and implementation grants, will adapt successful elements for implementation in other nontraditional gender-related programs during fiscal year 2005. Race, gender, and ethnicity recruitment and retention concerns and strategies will be discussed with our local K-12 and business consortia. The success of these initiatives should increase the number of graduates and transfers who are either female or persons of color. These graduates and transfers will be in a better position to assume leadership positions. In fall of 2004, a Student Achievement Grounded in Equity (SAGE) grant will be used to train additional IVCCD faculty in the curricular and educational techniques that proactively ensure participation and successful goal attainment by diverse learners.

### **Hawkeye Community College (HCC)**

- Hawkeye Community College sponsored two of their employees to participate in the Leadership Institute for a New Century (LINC) sponsored through Iowa State University. This program asks college officials to identify potential leaders to participate in exploration of the various facets of community colleges through a four-credit course taken with their counterparts from other Iowa community colleges. The course explores cutting edge leadership skills and encourages the development of these individuals into future community college leaders. The program's purpose is to help fill the gap that is being created due to a large number of administrative retirees in the next few years. LINC provides an excellent opportunity to learn the best business practices for a variety of college issues and to form networking contacts for the participants.

### **Eastern Iowa Community College District (EICCD)**

New employee recruitment and hiring practices include actively seeking local area people who are qualified and seeking under-represented genders in faculty positions, such as a male instructor for nursing and a female teacher at the Manufacturing Technology Center. Eastern Iowa Community College District is also involved in the Chair Academy to assist in preparing women for leadership, the Leadership Academy, and the LINC program through Iowa State University.

Eastern Iowa Community College District data reflects its actions in this area: 71 percent of its administrative and professional staff is female, and 51 percent of its faculty is female; minority representation in EICCD's administrative and professional staff is 8 percent, and 6 percent of its faculty is a minority (with a service area minority population of 8.9 percent). Minority representation among faculty has increased from 4 to 8 percent over the past five years.



### **Kirkwood Community College (KCC)**

Annually, Kirkwood sponsors many continuing education courses and seminars focused on leadership development. Several, like Beyond Rubies, a comprehensive two-day workshop that specifically targets women, are designed to fulfill this initiative.

As a follow up to our Skills 2006 Survey, Kirkwood is consulting with local employers to highlight what KCC already has in place, to find out more specifically what they need in the way of programming, and to deliver the training necessary to meet employer needs for the workforce of tomorrow, especially in the area of leadership development for women and persons of color.

Kirkwood is a visible role model for this initiative as women are Vice-Presidents at all five colleges.

### **Des Moines Area Community College (DMACC)**

- Continuing a joint venture with Iowa State University designed to identify and assign doctoral students of color in adjunct teaching positions that match education and teaching experience.
- Collaborative partnership between DMACC, Iowa State University, and Simpson College in addressing the shortage of teachers of color in the K-12 system by offering a teacher education program targeting minorities and other under-represented groups interested in teaching.

### **Western Iowa Tech Community College (WITCC)**

The WomenTech Club is a made possible by grants from the State of Iowa Department of Education to recruit and retrain students in programs that lead to nontraditional employment for women. Recent activities include developing a partnership with the local Girl Scouts to increase members' interest in math, science, and technology. The Girl Scout program is modeled after that used by the Association for Women in Computing. The club is building a website that will showcase Western Iowa Tech alumni as mentors to women gaining an education in nontraditional fields. The club is also affiliated with Mentornet.net, the national E-Mentoring Network for women in engineering and science.

### **Iowa Western Community College (IWCC)**

- Iowa Western Community College has participated in several statewide initiatives designed to increase the skill set of women as they pursue leadership positions throughout the economic and educational strata of our society. The college sponsored participation in Leadership Institute for a New Century (LINC), and Leadership Iowa programs. Both have been designed to allow women to pursue applied experiences in leadership roles.
- Academic programs have conducted workshops and seminars inviting local professional women to discuss their perspectives as leaders in business and industry.



- Iowa Western in partnership with the Nishnabotna Girl Scouts Empower You (M-PWR-U) program and college Engineering Technology faculty, sponsored a non-traditional engineering conference entitled “It’s a Girl Thing.” Seventh through tenth grade girls attended a one-day conference designed to showcase careers in the field of engineering. A female engineer from Kirkham-Michael Consulting Engineers shared her career opportunities with students. Activities engaging students in Applied Electronics (flasher lapel pins) and Civil Engineering (marshmallow tower competition) projects were included in the conference.

### **Southwestern Community College (SWCC)**

#### **Student Achievement Grounded In Equity (SAGE)**

During the 2003-2004 school year, SWCC faculty, staff, and administrators were required to go through a SAGE training workshop. The training provided all college employees with updated research on strategies to increase student achievement and retention and better prepare students for a changing workforce. The primary objective of the training was to increase everyone’s awareness of the need for more interactive and supportive environment for postsecondary students.

### **Indian Hills Community College (IHCC)**

- Conducted a media campaign to promote the enrollment of women in nontraditional occupations. Television commercials highlighted the participation of women in various career and technical programs considered to be nontraditional for females. Commercials aired during primetime and also appeared as public service announcements during non-primetime hours.
- The IHCC Educational Opportunity Center (EOC) hosted a series of education information workshops targeting women for enrollment in nontraditional programs. The EOC staff targeted Head Start programs and other programs that serve low-income clients, single parents, and displaced homemakers. Presentations included information about specific occupations and training programs and information concerning college admissions and financial aid.
- Female students were invited to attend specially designed workshops and activities that encouraged the retention and completion of technical programs and that supported and encouraged transfer to four-year institutions for advanced degrees. Contacts at four-year institutions were identified for those students interested in transfer.
- IHCC co-sponsored with the American Association of University Women, math and leadership camps for area high school and community college female students.

### **Southeastern Community College (SCC)**

Summer 2003, SCC hosted a delegation of five Russian professional women through the Open World Leadership program. During the weeklong visit, these women participated in several informational sessions at the college and throughout the SCC district at various businesses and social-service agencies.



Goal #5: Iowa's system of community colleges will recruit, enroll, retain, and/or graduate persons of under-represented groups (i.e., gender, race/ethnicity, socio-economic status) in all programs.

Initiative E: Design opportunities to ensure that the faculty and staff meet the needs of under-represented populations by utilizing research-based best practices and continuous assessment.

## **Community College Responses**

### **Northeast Iowa Community College (NICC)**

Activities:

- **College Vision Team** – Northeast Iowa Community College's Vision Team consists of key campus personnel responsible for improving the enrollment management process. The team can respond to the changing enrollment demographics and advocate for under-represented students and has an annual "visioning" and strategic planning process.
- **Learning Center & Disability Services** - The Learning Center provides tutoring to all NICC students and offers remedial instruction in reading, writing, and mathematics. The Learning Center houses services and adaptive equipment to students with disabilities.
- **Educational Opportunity Programs** – Northeast Iowa Community College houses Department of Education TRIO – Student Support Services and Upward Bound programs in order to provide academic support to low income, first generation participants. Northeast Iowa Community College TRIO grants support the objectives of opportunity, equity, and access to nontraditional students by increasing TRIO participant retention, graduation, and transfer rates.
- **Focus Groups for International Students**—The Diversity Committee invited over 30 international students to an informal gathering designed to give them an opportunity to share their experiences and ways to better meet their needs.

### **North Iowa Area Community College (NIACC)**

**Student Perception Surveys** - Each year, a representative sampling of students is given the ACT opinion survey. The ACT survey assesses students' perceptions of their NIACC experiences. This past year, data from the student opinion surveys was analyzed resulting in the formation of six focus groups. These student focus groups were created to gain a more in-depth response. An action plan was created to address the concerns of all students.



### **Iowa Lakes Community College (ILCC)**

- **Assessment Review Committee (ARC)** utilized the Collegiate Assessment of Academic Proficiency (CAAP) testing as a tool in reviewing general sophomore academic attainment at Iowa Lakes as compared to other two-year and four-year institutions across the nation. Results of the CAAP tests were discussed during an annual retreat and presented college-wide in both electronic and hard copy formats. Students that participated in the CAAP study received certificates of proficiency when applicable and provided feedback to the ARC Committee on how to improve the testing process. The CAAP impact was evaluated by gender, degree, and program.
- **Data based decision-making** - Student centered initiatives and enhancements resulted from data obtained through various student surveys (*Alumni Follow-up Survey, Before Grad Survey, Entering Student Survey, Former Student Survey, Student Opinion Survey*).
- **Quality Faculty Plan** - Faculty were encouraged to attend professional development opportunities to enhance and improve curriculum and effective teaching methodology. Each faculty member is required to submit an individual professional plan during an annual employee evaluation.

### **Northwest Iowa Community College (NCC)**

- **Customer Service Philosophy** - The college emphasizes a focus on “customer-service.”
- **Faculty Development** - The NCC Faculty Development Plan which was developed for implementation this past year, supports participation by faculty in activities which increase their knowledge and skills in the use of research-based best practices and continuous assessment.
- **Assessment** - All faculties participate in annual assessment activities which are aimed at increasing student success. There are three levels of assessment; classroom, course, and program.
- **Support Services** - The college’s Comprehensive Assessment Plan includes evaluation of not only teaching and learning in the classroom, but all institutional functions. Student knowledge of, use, and satisfaction of learning support services are conducted annually.
- **Course Improvement Surveys**- Course Improvement Surveys are given to students every semester. The Dean collects and reviews the data and visits with the instructor to identify any instruction process that could be improved.



### **Iowa Central Community College (ICCC)**

The college is using two programs, *The Road Less Traveled* and *SAGE*, to train all faculties in approaches for recruiting and retaining students of the under-represented groups. There is a new initiative between the Storm Lake High School and Iowa Central to strengthen the educational background of students whose first language is not English. A large group of these students will have the opportunity to enter a charter school environment, which will provide them with intensive language training and offer a core of college courses during their junior and senior years. With a year of college credit completed at the time of graduation, it is hoped this will act as an incentive for these students to continue their education.

All staff in the Business Department attended at least one staff development conference this year. Those included Iowa Business Education Association Conference, Accounting Educators Conference, Business Professional Educators Conference, International Business Conference, Chair Academy, National Institute for Staff and Organizational Development (NISOD), and the Community Colleges for International Development Sustainable Energy Program in Denmark. Most of the conferences provided opportunities for the faculty to gain information on practices and assessments to train and retain under-represented groups.

Iowa Central Community College instructors have volunteered to go through Student Achievement Grounded in Equity (SAGE) training. The people that have gone through the training will then apply it to themselves and do observations. In the fall, they will then become the trainers to the rest of the instructors. Faculty also go through the learning improvement process (LIP) process which allows them to look at instruction and document effective communication, personal responsibility, and critical thinking that is going on within their classroom.

### **Iowa Valley Community College District (IVCCD)**

In response to changes in Iowa's state licensure regulations for community college faculty in 2002, all Iowa Valley Community College District faculty have designed and are following new professional development plans as of the 2003 fall semester. Each career and technical program faculty member will create an individualized professional development plan with an academic administrator. These plans will include addressing an increase in teaching competency skill and program skills and technology upgrading. These individual plans will provide opportunities for faculty to learn research-based strategies to ensure the needs of under-represented populations are met. The Construction Technology faculty will be available to document and teach the successful strategies that work to make under-represented populations more successful in their pilot program. Faculty will have four academic years to address several development criteria, including developing strategies for teaching to individual learning style differences. As part of these plans, the fall 2004 training in SAGE will provide an opportunity for faculty to learn how to address the needs of under-represented populations in their professional development plans.



### **Hawkeye Community College (HCC)**

- The college's Academic Quality Improvement Program (AQIP) on African-American student retention specifically addresses the role of perception in creating a campus environment that is friendly to African-American students.
- Hawkeye Community College tracks enrollment, retention, and graduation by gender and ethnicity. Current data show the college has 12 percent minority enrollment. The service area is 6 percent minority. Men are under-represented, comprising only 42 percent of headcount. Awareness of this data informs the college's recruitment efforts and retention efforts.

### **Eastern Iowa Community College District (EICCD)**

The district's biannual Student Satisfaction Survey conducted by Noel Levitz has a series of questions aimed at determining the level of satisfaction and the importance of key areas to the student. One of the topics addressed is responsiveness to diverse populations, and the survey specifically asks about the institution's commitment to under-represented populations. The district has a positive increase in the student's response to this question since 1996, and EICCD has ranked above the national levels of satisfaction in this area for four years. (Currently EICCD is 5.48 compared to a national level of 5.33 on a 7.0 scale). Other questions in the diversity section address the institution's commitment to older returning learners, commuters, and students with disabilities. Eastern Iowa Community College District results are above national norms on these questions also. Results are reported for the district as a whole and by college.

Procedures and policies are in place to protect and serve all students, including under-represented populations, complete with timelines and clearly stated responsibilities and decision processes. Indicators are followed in terms of grade appeals, etc., to monitor the institution's ability to build relationships of trust and satisfaction with all groups of its students.

Feedback from under-represented student populations is gathered at the classroom level through instructors' use of Classroom Assessment Techniques (CATs), a formative measure employed so that changes in classroom approaches, curriculum designs, instructional methods, and instructional support can be made for the students providing the feedback within the semester. Problems identified are remedied with the individual student working with his or her instructor and administration if needed.

Also, each semester a Student Perception of Teaching Survey is given to students of every instructor. The Deans of the college collect and review the data to identify instructional process strengths and problems for teacher and institutional improvement. This data is anonymous and the remedy is applied at the instructor and institutional level.



### **Kirkwood Community College (KCC)**

Kirkwood requires that new faculty (instructors, librarians, and counselors) meet competencies that reflect the college's goal of meeting the needs of under-represented populations using research-based practices and continuous assessment. Competencies that speak to these goals include:

- The instructor and counselor understand how students differ in their approaches to learning, both individually and culturally, and create instructional opportunities that are equitable and adaptable to diverse learners.
- The instructor and counselor use appropriate technology in the planning, delivery, and assessment of instruction.
- The instructor uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- The librarian understands how students differ in their approaches to learning, individually and culturally, and provides research assistance and instruction that are equitable and adaptable to diverse learners, including those with learning and physical disabilities.
- The librarian understands and practices the principles of collection development and maintenance. The librarian understands multicultural issues as they relate to the selection of library materials and makes selections based on the accuracy of the information provided, current and anticipated curricular needs of the college, and the representation of diverse viewpoints. The librarian assesses learning resources based on such data as browsing, circulation transactions, document delivery and interlibrary loans, and assists in the creation of a regularly updated collection development policy.

### **Des Moines Area Community College (DMACC)**

- Advisors from Community Outreach are tracking enrollments by zip codes to get a better idea of where under-represented students are. The staff is working closely with the Director of Institutional Research and Planning to identify additional ways to assess progress in recruitment and retention of under-represented groups.
- Des Moines Area Community College's strategic planning process and involvement in the Academic Quality Improvement Program (AQIP) identified a need to recognize and improve efforts to recruit, enroll, retain, and/or graduate persons of under-represented groups in all programs. Learning opportunities are provided to faculty and staff to understand under-represented groups and emphasize customer service techniques to help minimize frustrations and barriers to student success. Examples of training opportunities that occurred in 2003-2004 are:
  - a. Intercultural communication and diversity training for faculty and staff.
  - b. It's deaf, deaf world training for faculty and staff.
  - c. All counselors were trained to use and understand the Myers-Briggs Type Indicator, a tool that identifies and celebrates differences in people.
  - d. The drop out rate vs. the drop out problem: empowering first generation college students.



- DMACC has recognized a need to identify, understand, and improve the processes that contribute to student success. Counseling, advising, assessment, student services, tutoring, and faculty/staff training are all processes being explored and improved. There is an awareness campaign of the student support services available at DMACC, such as the Academic Achievement Center and Student Support Services open house activities.
- “Diversity” is one of the permanent strategic planning workgroups, indicating DMACC’s desire to increase diversity and to create an environment that embraces differences. A \$10,500 grant was awarded to the Diversity Strategic Planning Committee (SPC) workgroup for diversity awareness efforts.
- DMACC received a Title III grant to provide services to students that are under-prepared or not succeeding in their college programs. This grant is providing a process for identifying at-risk and under-prepared DMACC students in their first semester at DMACC and personal and technological interventions aimed at improving their success rate at DMACC.
- Education Outreach specialists are tracking enrollment and retention of under-represented student populations by zip codes to establish trend data. The staff responsible for outreach activities is working closely with the director of Institutional Research and Planning to identify additional ways to assess progress in recruitment and retention of under-represented groups.

### **Western Iowa Tech Community College (WITCC)**

The college’s Quality Faculty Plan addresses research-based practices and continuous assessment. Retention results are analyzed by under-represented student groups each semester.

### **Iowa Western Community College (IWCC)**

- In conjunction with the Title III Strengthening Institutions grant, Iowa Western has established objectives related to faculty and staff development focusing on retention, as well as researching the learning styles of its students. Concurrently, faculty development has focused on teaching strategies to accommodate these diverse learning styles. Instructional pedagogy and methodology to enhance learning has been integrated into the Learning Initiatives Center. In concurrence with this grant, the Student Success coordinator has surveyed perceptions of their IWCC experiences. The resultant data has been analyzed and strategies will be developed to address student concerns.



## **Southwestern Community College (SWCC)**

### **Implementation Grant**

During the 2002-2003 year, Southwestern Community College applied and received funding for the Perkins Planning and Implementation Grants for Increasing Enrollment and Retention of Students in Nontraditional Careers. The focus of the grant funding was training for faculty and staff using the Taking the Road Less Traveled toolkit. After the training sessions, action plans were developed to improve the recruitment and retention of students in nontraditional career programs.

### **Student Achievement Grounded In Equity (SAGE)**

During the 2003-2004 school year, Southwestern Community College faculty, staff, and administrators were required to go through a SAGE training workshop. The training provided all college employees with updated research on strategies to increase student achievement and retention and better prepare students for a changing workforce. The primary objective of the training was to increase everyone's awareness of the need for a more interactive and supportive environment for postsecondary students.

## **Indian Hills Community College (IHCC)**

- Increased focus on faculty development.
- Focus on continuous assessment and program/course improvements.

## **Southeastern Community College (SCC)**

No response from SCC.







Goal #5: Iowa's system of community colleges will recruit, enroll, retain, and/or graduate persons of under-represented groups (i.e., gender, race/ethnicity, socio-economic status) in all programs.

Initiative F: Strengthen support systems that increase successful transfer and/or employment of minorities and non-traditional students.

## **Community College Responses**

### **Northeast Iowa Community College (NICC)**

Activities:

- **Educational Opportunity Programs** - NICC houses Department of Education TRIO – Student Support Services and Upward Bound programs in order to provide academic support to low income, first generation participants. Northeast Iowa Community College TRIO grants support the objectives of opportunity, equity, and access to nontraditional students by increasing TRIO participant retention, graduation, and transfer rates.
- **Breaking Traditions** - Breaking Traditions is a new student organization at NICC. It is dedicated to making known the need for and the value of having women and men in all career areas and supporting students as they prepare for work in the nontraditional arena. Addressing barriers students may face in education or employment because of gender is one of several organization objectives.
- **Outreach to International Students**—Northeast Iowa Community College's Diversity Committee has plans to implement a mentoring and orientation program geared specifically to help incoming international/foreign students. The mentoring program would pair second-year honor students with new, incoming international students to help them adjust to a new culture and assist them around campus. The group also hopes to provide special events to give students an opportunity to get together and socialize.

### **North Iowa Area Community College (NIACC)**

- **Demographics** - While NIACC has traditionally low minority enrollment due to a low minority population in the nine county area, the college has consistently enrolled a higher percentage of minorities than the area population. For the 2003-2004 year, NIACC's enrollment of minorities was 7.2 percent, up from 6 percent a year ago. Student Support Services, a program designed to assist with college success, had 9.2 percent minority enrollment.
- **Women in Information Technology (IT)** - This program was held in the evening. High school females and other interested women were invited to an informational dinner to promote career opportunities in information technology.



- **Raising Awareness** - From past initiatives, the Tech Prep program has enrolled three high school females in the automotive program for fall and two high school males at the health-related hub. Tech Prep continues to work with the industrial division, information technology (IT), and the health division to make high school students aware of opportunities for careers for both genders.
- **Older, Wiser Learners (OWLS)** - NIACC has continued to offer a support group for students 25 years of age and older called "OWLS." This group meets each Wednesday during the noon hour and offers support to nontraditional students, many who are returning to college in nontraditional career paths.

### **Iowa Lakes Community College (ILCC)**

- Students provided feedback through Before Graduation Surveys, Entering Student Survey and Student Opinion Surveys on ways to strengthen support systems. Placement data was obtained from Before Graduation Surveys and Alumni Follow-up Surveys to document the percentage of students who transfer to postsecondary education following completion at Iowa Lakes. Former Student Surveys provided transfer and employment data on students not receiving a degree.
- **TRIO Student Support Services** provided additional support measures for first generation, low income students such as peer mentoring and job and academic skills seminars.

### **Northwest Iowa Community College (NCC)**

- **Student Support Services** - "Stars" is a program at NCC funded through the Department of Education TRIO-Student Support Services funds. This program supports the concept of opportunity, equity, and equal access by providing those support services aimed at increasing TRIO participant retention, graduation, and transfer rates. This program is a valuable support system for nontraditional students. Now in its third year, the program serves 160 low income, first generation, or disabled students.
- **Cultural Events** - TRIO students participate in cultural events which expose them to cultural diversity.
- **Compass Testing** - Title III initiative at the college has allowed for enhancement of the college's assessment and advising services. The diagnostic results now available as a result of the switch to Computerized Adaptive Placement Assessment Support System (COMPASS) testing, provides additional invaluable information in the advising of nontraditional students.
- **Support Services for On-line Students** - Many of the college nontraditional students are enrolled in on-line courses. Providing support services to these students has been incorporated into a Title III application the past two years. In the meantime, Iowa Community College On-line Consortium (ICCO) is proceeding in expanding support services to students by expanding availability of library resources. One of the most important support services available to the on-line student is the 24 hour/day, 7day/week help desk.



- **Learning Center-** Northwest Iowa Community College places a priority on assisting students in successfully reaching their educational and career goals. Successful transferability and/or employment are dependent upon the initial successful completion of a program of study. The learning center staff has varied educational backgrounds to provide the needed academic support to facilitate the success of minorities and/or nontraditional students in their program of study.
- **Financial Aid Application** - The nontraditional student finding the submission of financial aid application a daunting task can seek one-on-one assistance through the financial aid office.
- **Donna Brinkman Fund** - An emergency fund established in the name of a retired Displaced Homemaker coordinator provided financial support to several nontraditional female students in need of assistance to continue their attendance at class. Although this is an extremely small fund, it can pay for such practical things as replacing a flat tire which a student has no funds to cover.
- **Career Center** - The Career Center assists nontraditional students seeking career and educational planning assistance through the development of individual career plans, resumes, and job search skills.
- **English as a Second Language (ESL)** - Through the Continuing Education division, English classes are provided to non-English speaking adults in communities throughout the entire area.
- **Articulation** - Course articulation and transfer information is readily available to students. Official articulation agreements exist with the following institutions: Bellevue University, Briar Cliff University, Capella University, Dakota State University, Iowa State University, Northwest Missouri State University, Mount Marty College, Morningside College, Southwest State University, University of Iowa, University of Nebraska at Kearney, University of Northern Iowa, University of Sioux Falls, and University of South Dakota. Northwest Iowa Community College also has unofficial agreements with Buena Vista University, Dordt College, and Northwestern College. Easy to read articulation guides have been developed for colleges where many of the students transfer. These guidelines are found on the college website where they are readily accessible to students.

### **Iowa Central Community College (ICCC)**

Iowa Central Community College has developed a new scholarship to attract under-represented groups who come from a lower social-economic status. This new scholarship program was set up by Iowa Central to help offset the cost of education for these students. This includes current high school graduates and first-time nontraditional students. A Diversity Scholarship from Iowa Central could range from \$100 to \$800 toward tuition. One-half of the scholarship is awarded each semester. Students interested in the Diversity Scholarship must complete a scholarship application process as determined by the scholarship award procedures. Designated personnel in the Enrollment Services Office award scholarships.



Also, Iowa Central admissions staff attends college fairs that target this group of students. The college offers students the opportunity through a hands-on programs. This allows the students to enter the workforce after one or two years of education in our career and technical programs.

Iowa Central piloted an Iowa Communication Network (ICN)/Distance Education project in the 2003-2004 school year. With the help of government appropriations of nearly \$300,000, Iowa Central offers courses to students in a variety of ways. Faculty is currently developing curriculum using the Elluminate software to bring courses to our minorities and nontraditional students. Courses such as English as a Second Language (ESL) and Spanish are the two courses we are developing for our minority students. Curriculum is also being developed for nontraditional students in the delivery system as well. Students taking vClass courses can stay at home without having to drive to campus, find someone to watch their children, take time off work, or take valuable time from other activities. The 2003-2004 school year was a pilot year for the program. Iowa Central is continuing to develop new courses to grow the program and serve more students.

Through the advisory committees, the college has put an importance of nontraditional students successfully finding employment and/or transferring to another college. Also, instructors act as mentors to students and will spend extra time coaching them about getting a job. They will also direct students to a job if they hear about one being available.

Iowa Central has developed an informal group called DIVA Tech, which is designed for females but other nontraditional students are welcome. The group meets once a month to discuss issues that may develop and barriers they feel they need to overcome. This enables the Industrial Technology Department to evolve with the changing environment and social feelings to provide a comfortable environment for minority and nontraditional students.

### **Iowa Valley Community College District (IVCCD)**

Iowa Valley Community College District places a high priority on assisting students in reaching their educational and career goals. Academic advising is faculty-based, with counselors and faculty advisors available to assist students in selecting the best courses to meet their career goals. Spanish-speaking tutors are available in the Academic Center for Excellence and the Success Center for students who need additional help with their coursework. One of the provisions of the Title III Strengthening Institutions grant allows for more intensive advising of at-risk students and will provide improved developmental education services. Scholarships are available to improve the affordability of higher education for students. There are various scholarships geared specifically for nontraditional and minority students. Students also have employment opportunities on campus that provide experience and marketability when seeking outside employment.



### **Hawkeye Community College (HCC)**

- The college is in its third year of a federally funded TRIO Student Success Services (SSS) grant that directly addresses this goal. The grant serves 160 individuals who are identified as first generation college students, low income, or educationally disadvantaged. Each participant is required to actively participate in cultural events and academic workshops presented by various departments within the college and by agencies in the community. These workshops and cultural activities are scheduled throughout each semester and are dedicated to serving the 160 TRIO participants.
- The TRIO SSS grant has a specific program objective of assisting in successful transfer of 32 students to four-year colleges each academic year.
- The TRIO program has added a staff position specifically charged with assisting first generation college students with transfer to four-year colleges.

### **Eastern Iowa Community College District (EICCD)**

The district's women and minorities program funded by the Iowa Department of Transportation is aimed at increasing the number of women and minorities seeking, obtaining, and retaining employment in the highway construction industry across the state. Program components include information on time management, discussion of sexual harassment issues, self-esteem, and teamwork to enable the students to successfully transition into the workplace.

In February 2003, EICCD was awarded a grant by the Iowa Department of Transportation to train 30 women/minorities throughout the state for the highway construction field. This is the sixth year the program has been funded.

In January 2003, Scott Community College provided training to six students, all of whom successfully acquired their class A licenses. These women are currently employed at local construction companies driving over the road and one is pursuing an apprenticeship opportunity with the cement masons. In April, a class began at Des Moines Area Community College. This class was the largest to date with 31 students arriving on the first day of class. Of these, 19 graduated with a class A license. Seven graduates were minority men, one was a minority woman. The last class for this year began at Scott Community College on August 18. Five women completed the program in late November and four are already gainfully employed. Three participants are driving over the road and one is driving a city bus. Last year, 29 students across the state became state certified flaggers.

Job shadowing is offered to all interested students. This opportunity usually comes in the form of assisting the local Departments of Transportation or area contractors. In summation, a total of 320 phone inquiries from women and men in Iowa were processed through EICCD. This year's participants covered the state of Iowa with a representation from 10 different counties. These students have gone on to obtain employment in a variety of trucking and construction businesses.



### **Kirkwood Community College (KCC)**

The Student of Color Scholarship (Multi-Ethnic) assists minorities by providing funding to students to offset costs.

### **Des Moines Area Community College (DMACC)**

- Joint venture with Iowa State University designed to identify and assign doctoral students of color in adjunct teaching positions that match education and teaching experience.
- Collaborative partnership between DMACC, Iowa State University, and Simpson College in addressing the shortage of teachers of color in the K-12 system by offering a teacher education program targeting minorities and other under-represented groups interested in teaching.
- Construction Prep Alliance, a collaborative program between DMACC and HOME, Inc., a non-profit housing corporation, combines construction training, academic instruction (GED or basic skill development), life skills, and leadership development which targets at-risk, low income youth ranging in age from 18-24.
- Joint partnership between DMACC, SCAVO Alternative High School, and Des Moines business has created an internship program that provides work experience and academic credit (high school and college).
- Advisors from Community Outreach are tracking enrollments by zip codes to get a better idea of where under-represented students are. The staff is working closely with the Director of Institutional Research and Planning to identify additional ways to assess progress in recruitment and retention of under-represented groups.

### **Western Iowa Tech Community College (WITCC)**

Western Iowa Tech students benefit from Supplemental Instruction, a complement to classroom activities. Student facilitators attend each class and meet with students for an equal number of hours outside of class to impart study techniques aimed at enhancing student success. An evaluation of Supplemental Instruction after one semester revealed that students who participated had higher grades in those courses than did those who did not participate.

Western Iowa Tech Community College's Student Support Services personnel work closely with students who plan to transfer to four-year institutions. They provide academic and personal counseling, assist in searches for appropriate transfer institutions, and smooth the transfer process.



### **Iowa Western Community College (IWCC)**

- The demographics of Area 13 have traditionally reflected a low minority population in the seven county area. Recruitment of international students through the Cooperative Association of States for Scholarships (CASS) program and partnerships with Japan has increased the ethnic diversity of Iowa Western. Expanded recruitment efforts in the Omaha metro area have resulted in increased enrollment of minorities. Minority and nontraditional students have access to all support services to assist with a successful college experience. Iowa Western has sponsored programs such as the Transfer Fair and Career Fair to assist students in transitioning to employment or transfer.
- Through the Student Support Service grant, the college has recruited nontraditional students and has developed a comprehensive array of services and programs designed to reinforce and strengthen their academic achievement. The Office of Planning and Institutional Research has provided transfer data from the National Student Clearinghouse that will be used to analyze and evaluate existing programs. Graduate and employer follow-up surveys have also provided feedback in this effort.
- Faculty and staff have been trained on the Student Achievement Grounded in Equity program. The college will continue to offer workshops and seminars through faculty development activities.

### **Southwestern Community College (SWCC)**

#### **Student Achievement Grounded In Equity (SAGE)**

During the 2003-2004 school year, Southwestern Community College faculty, staff, and administrators were required to go through a SAGE training workshop. The training provided all college employees with updated research on strategies to increase student achievement and retention and better prepare students for a changing workforce. The primary objective of the training was to increase everyone's awareness of the need for an interactive and supportive environment for postsecondary students.

### **Indian Hills Community College (IHCC)**

Indian Hills Community College conducted the following activities:

- Strengthened relationships between IHCC and transfer institutions.
- Developed new and revision of existing transfer guides and agreements.
- Improved IHCC website to link students with information.
- Counselor Day presentation to update area K-12 counselors on transfer.
- Attendance of seven English faculty and two administrators at an English articulation conference Spring 2004.
- Updated and revised student transfer manual.
- Hosted a Student Transfer Day on campus—expanded event planned for fall 2004.
- Expanded and improved the transfer presentation during student orientation and youthful applicant interviews.

Transfer handbook developed for students contains a special section specifically for students with disabilities.



Financial aid guides for students with disabilities.

Scholarship guides indicate companies who actively recruit members of special populations and who also finance employee education/training.

Transfer trips to public and private four-year colleges offered on a quarterly basis.

### **Southeastern Community College (SCC)**

The Center for Business and Industry Services (CBIS) was established at Southeastern in 1999 to provide a single point-of-contact to serve business and industry.

CBIS takes the lead for Southeastern in *One Source Training*, a statewide initiative developed by community colleges to assist businesses with training needs throughout Iowa. One Source provides solutions to meet training challenges, utilizing the strength of Iowa's community colleges working as one. One Source Training delivers custom-tailored training programs or existing programs to multiple business locations throughout Iowa. Consistent, quality training and instruction are designed specifically to meet training needs of a variety of groups.

Companies are assured of a single contact, standardized curriculum, and level pricing for training their workforce.

Colleges throughout Iowa partner to offer training in consortium projects with area companies.

CBIS has increased its capacity to assist business and industry by providing not only training but also consultative services.



Goal #5: Iowa's system of community colleges will recruit, enroll, retain, and/or graduate persons of under-represented groups (i.e., gender, race/ethnicity, socio-economic status) in all programs.

Initiative G: Evaluate the effectiveness of strategies designed to reduce disparities in enrollment, retention, and graduation by gender and ethnicity.

## **Department of Education Response**

### **Evaluation of Effective Strategies**

- **Management Information System (MIS)** - As a first step, the Iowa Department of Education collected the MIS data on enrollment patterns by program area (disaggregated by gender and under-represented groups) for the system and disseminated this through the FY 2003 Condition of the Community Colleges Report to several liaison groups of the community college system. In addition, MIS enrollment figures were utilized in the Equity Review of the community colleges receiving the visit this year. The Condition of Community Colleges Report for fiscal year 2004 will include data that is broken down by gender and ethnicity.

## **Community College Responses**

### **Northeast Iowa Community College (NICC)**

#### **Activities:**

- **College Vision Team**—Northeast Iowa Community College's Vision Team consists of key campus personnel responsible for improving the enrollment management process. The team can respond to the changing enrollment demographics and advocate for under-represented students and has an annual "visioning" and strategic planning process.
- **Student Services**—Passport to Student Success is a new student orientation course offered to all incoming students. The course provides information about college registration, advising, financial aid, academic support, counseling, and computer services. It is a crucial retention tool for first generation and nontraditional students.



### **North Iowa Area Community College (NIACC)**

- **Enrollment/Retention Strategies:** All programs and services designed to increase enrollment and retention rates are proposed to a subgroup of the President's Council and reviewed by the Strategic Enrollment Management Council. Special attention is paid to each strategy, its overall effectiveness, and its specific effectiveness with under-represented groups. The council considers whether both genders were represented fairly and if students from all socioeconomic levels attended. A review is also conducted related to inclusion of minority populations. The council may then recommend changes/adjustments to the enrollment strategies based on either data and/or anecdotal information presented by the program staff and the students/parents themselves.

### **Iowa Lakes Community College (ILCC)**

- **Enrollment Management Team** met quarterly throughout the academic year and held summer meetings focused on student retention initiatives. Each program coordinator and department submitted a retention goal and plan in conjunction with the annual report.
- **College-wide in-services** were utilized to announce increases in recruitment and retention.
- **TRIO programs and Counseling Services** impacted student retention efforts through targeted in-class presentations and student workshops. Noel-Levitz Retention Tool and Learning Style Analysis surveys empowered students to understand how they learn best and identify strategies they could implement to increase their level of education satisfaction.

### **Northwest Iowa Community College (NCC)**

- **Enrollment Management** - The Northwest Iowa Community College Enrollment Management Team consists of representatives from key areas of the college who are responsible for the enrollment management process. This team is responsible for the recruitment efforts of the college, and in their initiatives, strive to include goals aimed at the recruitment of under-represented groups.
- **Retention** - Retention is significantly impacted by the realistic awareness of students' expectations as they enter a program of study. This past year, the orientation process for these entering students has been enhanced.
- **Nontraditional Careers Grant** - Northwest Iowa Community College applied for and received the *Increasing Enrollment and Retention of Students in Nontraditional Careers* planning and implementation grant. The planning process resulted in an analysis of the data relative to disparities in enrollment retention, and graduation of under-represented groups. Strategies to address the identified issues were developed. These strategies are outlined in Goal 5 Initiative B.
- **Institutional Researcher** - A regular part-time position was created at the college in the area of institutional research.



- **Datatel** - The college is transitioning to Datatel which will greatly enhance the availability of data for use in the evaluation of enrollment trends and results of various initiatives.

### **Iowa Central Community College (ICCC)**

Iowa Central is committed to reduce disparities in enrollment, retention, and graduation by gender and ethnicity by:

- Providing diversity training to college staff. All staff are required to attend diversity training in-services.
- Implemented System for Tracking Achievement and Retention (STAR); using the system, 2,070 letters were generated by classroom instructors to students. Advisors of the students were notified via e-mail.
- Provided support to 160 students through TRIO Student Support Services. All students served fit eligibility requirements of first generation, low income, or disabled college students or a combination of any of the three.
- As reported in the 2002-2003 Federal Annual Performance Report, 18.75 percent of TRIO participants were non-white, 87.5 percent were in good academic standing at Iowa Central Community College, and 96.25 percent were in some way advancing toward completion of the academic program in which they were enrolled. 2003-04 data will not be compiled for TRIO participants until the end of August 2004.
- As reported in the 2002-2003 annual progress report (APR), 33.13 percent of eligible participants graduated from Iowa Central.

To date for 2003-2004, TRIO Student Support Services has awarded over \$31,000 in grant aid to students who fit TRIO eligibility standards.

### **Iowa Valley Community College District (IVCCD)**

Many of the strategies are new to IVCCD related to Initiative G. Requirements of the Title III grant noted in Goal 1- Initiative A, the hiring of an institutional researcher to compile institutional demographic data for credit and non-credit programs for enrollment, retention, and graduation by gender and ethnicity, and Academic Quality Improvement Project (AQIP) initiatives to measure comparative data will allow evaluation to be made as the data is collected and analyzed.

Iowa Valley Community College District has joined the National Community College Benchmark Project (NCCBP) and has contracted for the Community College Survey of Student Engagement (CCSSE) that will collectively generate data for such evaluation to take place.



### **Hawkeye Community College (HCC)**

- The college's AQIP Continuous Process Improvement has developed a proposal to address retention of African-American students. The college's longitudinal student database shows a fall-to-fall retention difference between African-American students and the overall student body of about 12 percent. The college's African-American student population is about 400, constituting a large enough group for a statistically valid study. The goal is to narrow and then eliminate the gap in African-American student retention.
- The AQIP African-American retention project established an orientation program specifically designed for African-American students and follow-up activities for these students. Data from this initiative suggest that as a whole, African-American students enroll later than other students, thereby missing out on some of the orientation and retention efforts targeted to at-risk students.
- The college has retained retention expert Dr. Frankie Laanan, Iowa State University to examine retention issues of the college and to issue a formal report and plan during summer 2004.

### **Eastern Iowa Community College District (EICCD)**

Eastern Iowa Community College District's annual Institutional Effectiveness Report includes measures used by district leadership to monitor its performance in enrollment, retention, and graduation. Among the key indicators shared annually with the EICCD Board of Directors and staff through the EICCD Institutional Effectiveness Report are enrollment, segmented by gender, part-time and full-time status, and indicating minorities; retention rates; and graduation rates. Retention is monitored within class, fall to spring, and fall-to-fall.

Current EICCD activities include a district-wide Graduation Rate Improvement Team. The team has met over the year and devised strategies to improve the rates. College-based retention committees are also targeting retention within class and within the institution.

Enrollment Management and Marketing Department staffs met with local workforce representatives in April to develop plans for increased recruitment of minority and non-traditional groups.

### **Kirkwood Community College (KCC)**

- The Kirkwood Agricultural Sciences Department is a member of the National Science Foundation-funded AgrowKnowledge Center. The center is partnering with Michigan State University to study minority enrollment in community college agriculture programs.
- Through a Department of Education Equity Grant, Kirkwood has developed a website to encourage males to come into a health career ([www.Healthtrac.info](http://www.Healthtrac.info)). Posters were developed for this website and posted outside of Health Science at Kirkwood and within area high schools.



- Kirkwood has established a special task force to explore this issue and make recommendations for overcoming the lack of women in the Industrial Technologies programs. The task force is made up of members of advisory committees in Industrial Technologies, along with faculty and departmental staff. The task force will be given the assignment of making recommendations to the Dean regarding strategies that should be employed to improve the recruitment and retention of females in the Industrial Technologies Department programs.

### **Des Moines Area Community College (DMACC)**

Des Moines Area Community College works with under-represented groups in a variety of ways.

- All DMACC programs have open enrollment. Counselors work with students who have been identified as needing additional help to enroll in programs or to succeed in their identified program.
- Counselors at all campuses are developing plans to recruit for gender equity in typically male or female programs.
- The tutoring program at DMACC is in place to offer free tutoring to students in all areas and special needs for students are also addressed.
- The Nursing program has been given a grant to study how to increase male enrollment in their typically female oriented program.
- A computer-tutoring program exists for all students–Smarthinking–to allow students to access tutors from home or from any computer. Advisers in the Tech Prep program work specifically with high school students to help them succeed in those programs and works to ensure gender equity.
- The college is in the first year of a three-year Title III grant. This grant funding is being used to identify ways to better retain under-represented and under-prepared students.
- Joint venture with Iowa State University (ISU) designed to identify and assign doctoral students of color in adjunct teaching positions that match education and teaching experience.
- Collaborative partnership between DMACC, ISU, and Simpson College in addressing the shortage of teachers of color in the K-12 system by offering a teacher education program targeting minorities and other under-represented groups interested in teaching.

### **Western Iowa Tech Community College (WITCC)**

The Office of Institutional Research conducts regularly scheduled and ad hoc evaluation research, focusing on effectiveness of such areas as developmental education, demographic trends (gender, age, race/ethnicity) in programs' enrollment retention, and completion. All grant-funded projects described in this report have evaluation components. Additionally, classroom assessment is conducted by faculty as they incorporate various strategies into their pedagogy aimed at improving retention and persistence by race/ethnicity and, when appropriate, by gender.



### **Iowa Western Community College (IWCC)**

- Iowa Western annually receives feedback on enrollment, retention, and graduation demographics for all career and technical programs in relation to Perkins Performance Indicators. Strategies designed to improve the colleges “report card” in those areas noted by the Perkins report have been developed in concert with these indicators. Past programs such as “The Road Less Traveled” and “Student Achievement Grounded in Equity” (SAGE) have been offered at area high schools, as well as college-wide staff development days.
- Iowa Western has been an approved Workforce Investment Act (WIA) provider for Nebraska and has served a more diverse economically disadvantaged population desiring to upgrade their standard of living. Strategies such as expanding eligibility for program completion and academic advising have assisted retention efforts.
- The Learning Resources Department has expanded services to offer video viewing and support student study groups in augmenting course delivery.

### **Southwestern Community College (SWCC)**

#### **Evaluation of nondiscriminatory, gender equity policies, and procedures.**

During 2003-2004, Southwestern Community College conducted an Equity Review and established several goals to achieve as related to gender disparity/equity issues. As a result, the following activities and projects were completed:

- A system was established to review policies and practices of advising students as they relate to equity issues of nondiscrimination based on gender. Revisions were made to the advisor handbooks and written into policies addressing advising practices.
- Written instructional procedures were established to review cycles for course scheduling to identify potential conflicts which may contribute to gender, segregated enrollment.
- A policy was developed to monitor nondiscrimination compliance and ensure that nondiscrimination notifications are published in all written college documents and publications.
- The Student Employment Handbook was revised to include nondiscriminatory instructional procedures for all student work-based agreements.
- Owners of off-campus student housing were contacted to agree to a written testimonial of nondiscriminatory compliance if they were to be allowed to advertise/post housing vacancies on the college website.

### **Indian Hills Community College (IHCC)**

Follow-up studies and surveys are currently being compiled to determine the effectiveness of advertising campaigns, specially designed workshops, and supplemental instruction, all of which were undertaken with the intent of increasing enrollments of nontraditional students, retaining students in programs nontraditional for their gender, and supporting students interested in transfer to four-year institutions.



### **Southeastern Community College (SCC)**

The Center for Business and Industry Services (CBIS) was established at Southeastern in 1999 to provide a single point-of-contact to serve business and industry.

CBIS takes the lead for Southeastern in *One Source Training*, a statewide initiative developed by community colleges to assist businesses with training needs throughout Iowa. One Source provides solutions to meet training challenges, utilizing the strength of Iowa's community colleges working as one. One Source Training delivers custom-tailored training programs or existing programs to multiple business locations throughout Iowa. Consistent, quality training and instruction are designed specifically to meet training needs of a variety of groups.

Companies are assured of a single contact, standardized curriculum, and level pricing for training their workforce. Colleges throughout Iowa partner to offer training in consortium projects with area companies. The Center for Business and Industry Services has increased its capacity to assist business and industry by providing not only training but also consultative services.







## **Community College Enrollments Nontraditional Career Programs (Gender)**

By definition, gender enrollments are considered gender-segregated if there is fewer than 20 percent of one gender enrolled in a program. This definition is helpful to individual colleges when reviewing their enrollment patterns by gender. When looking at the system, the expectation would be at least 20 percent and the goal a balance of men and women closer to 50 percent of each.



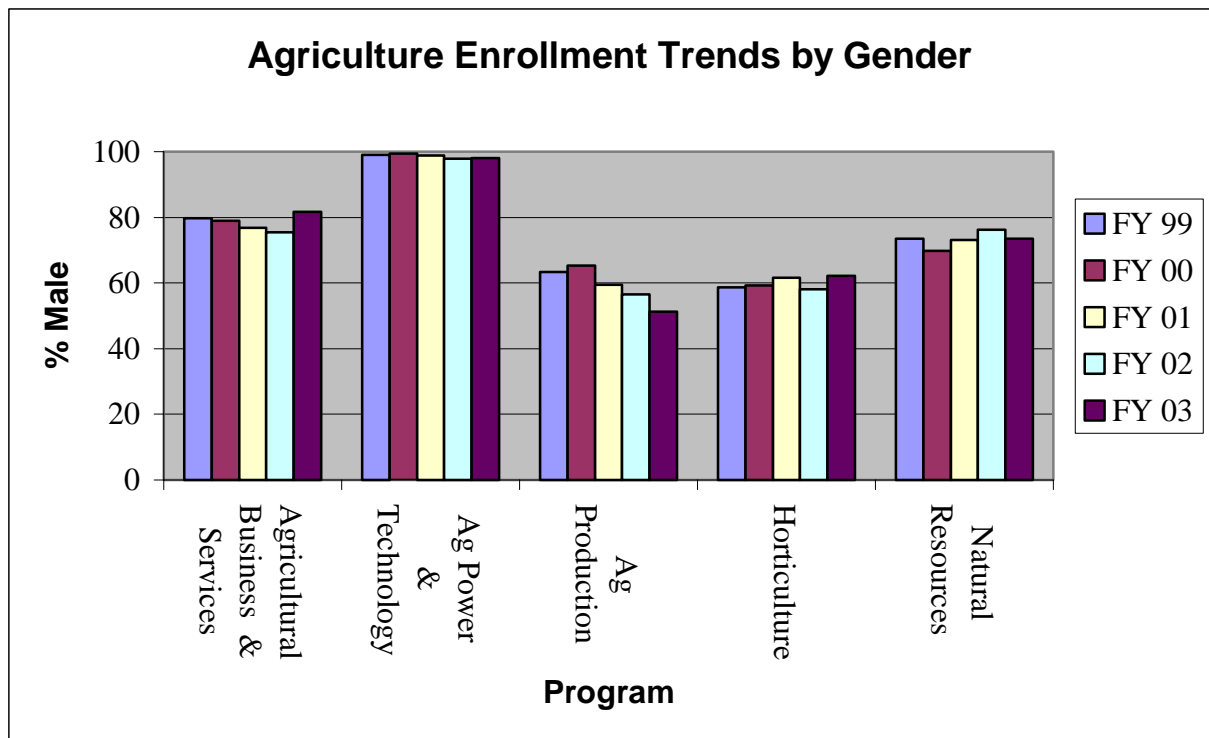
Agriculture enrollments trends have remained fairly steady over the five-year period since 1999. Agriculture production programs and horticulture programs enroll more females than the other three areas with Ag Power and Technology having the fewest females enrolled. Using the definitions above, Ag Production, Horticulture, and Natural Resources reflect the goal of a balance of men and women in the programs.

Table A

Agriculture	Percentage Male					Percentage Female				
	FY 99	FY 00	FY 01	FY 02	FY 03	FY 99	FY 00	FY 01	FY 02	FY 03
Agricultural Business & Services	79.78	78.98	76.82	75.43	81.77	19.58	21.02	23.18	24.57	18.23
Ag Power & Technology	98.96	99.44	98.76	97.86	97.96	1.04	0.56	1.24	2.14	2.04
Ag Production	63.44	65.30	59.45	56.44	51.25	35.59	34.70	40.34	43.56	48.75
Horticulture	58.64	59.27	61.54	58.01	62.09	41.36	40.73	38.46	41.99	37.91
Natural Resources	73.57	69.70	73.17	76.23	73.57	25.71	30.30	26.83	23.77	26.43

Source: Department of Education, Community College MIS system

Chart A



Source: Department of Education, Bureau of Community Colleges and Career Technical Education



In business and marketing areas, the enrollments have been fairly steady over the five years data has been available. The business area has shown slight growth over time with the male enrollment growing steadily but slowly from 1999 through 2003. There was little change in the enrollment pattern by gender in this area in 2003. The enrollment in the general marketing programs have been fairly steady and balanced by gender over time. Of concern is the decrease in enrollment of females in Information Technology. This trend did not continue in 2003 but is still an area that needs attention so that the trend does not continue.

Table B

Business & Marketing	Percentage Male					Percentage Female				
	FY 99	FY 00	FY 01	FY 02	FY 03	FY 99	FY 00	FY 01	FY 02	FY 03
Business Administration & Management/Finance	15.03	17.92	20.50	24.31	25.34	84.94	82.08	79.50	75.67	74.59
Information Technology	54.89	56.97	58.01	63.52	63.30	45.07	43.03	41.93	35.89	35.87
Specialty Marketing	40.92	17.92	25.86	26.76	25.27	59.08	67.35	74.14	73.24	74.73
General Marketing	45.09	56.97	45.83	48.53	49.52	54.91	56.31	54.17	51.47	50.48

Source: Department of Education, Community College MIS system

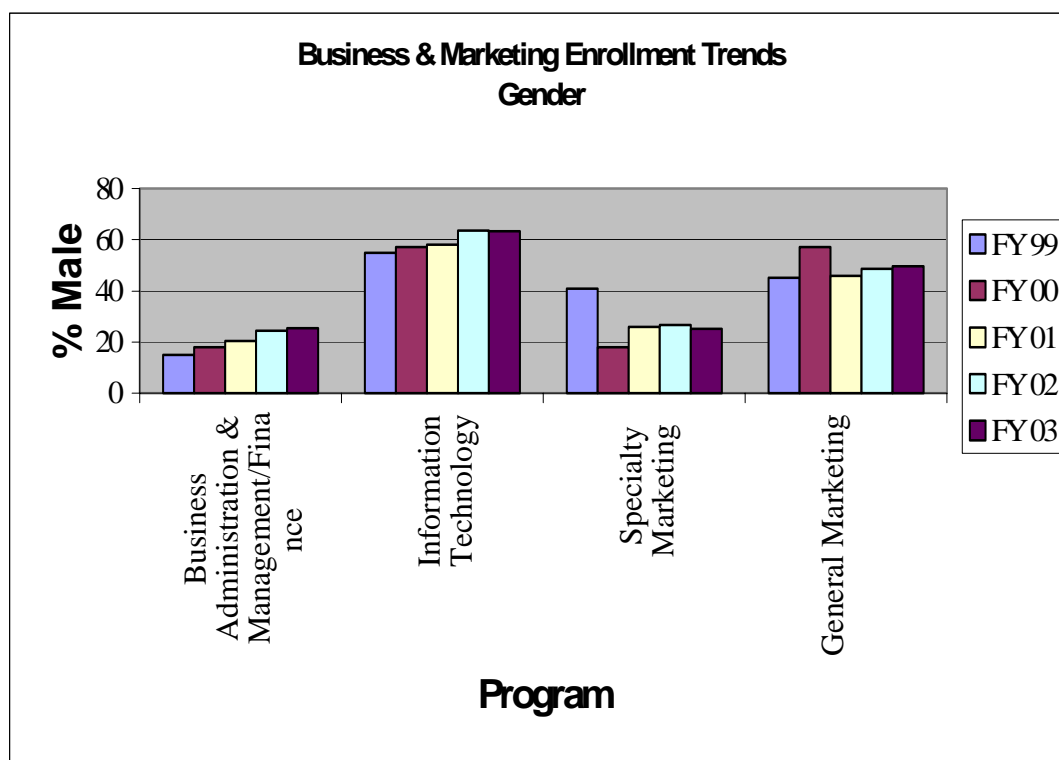


Chart B

Source: Department of Education, Bureau of Community Colleges and Career Technical Education

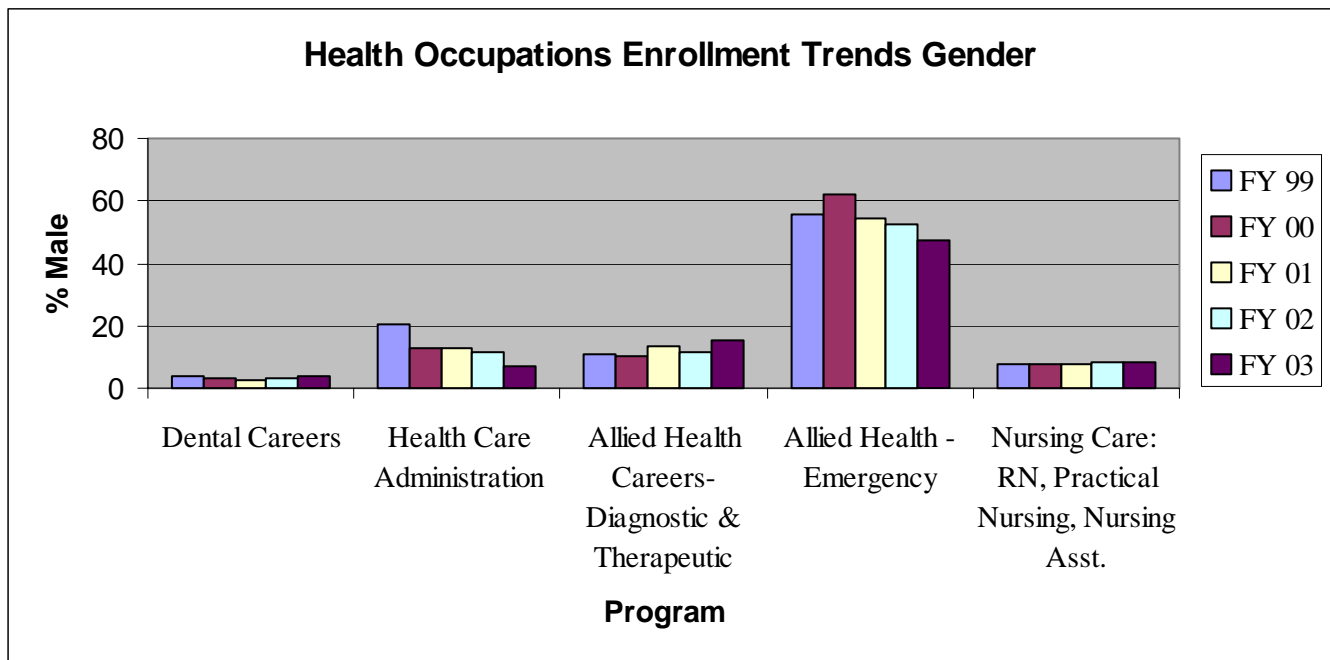


The three program areas that have been traditionally more gender segregated than the others include Family and Consumer Sciences, Industrial Technology, and Health Occupations. The only area of Health Occupations that has a balance of men and women is the Allied Health-Emergency careers. This enrollment trend is consistent over the five years of data available.

Table C

Health	Percentage Male					Percentage Female				
	FY 99	FY 00	FY 01	FY 02	FY 03	FY 99	FY 00	FY 01	FY 02	FY 03
Dental Careers	4.00	3.14	2.59	3.10	3.63	96.00	96.86	97.41	96.90	96.37
Health Care Administration	20.61	13.12	12.81	11.78	7.16	79.39	86.88	87.19	88.04	92.84
Allied Health Careers-Diagnostic & Therapeutic	10.73	10.08	13.44	11.61	15.19	89.27	89.92	86.56	87.90	84.39
Allied Health - Emergency	55.91	61.79	54.46	52.21	47.21	44.09	38.10	45.33	46.89	51.61
Nursing Care: RN, Practical Nursing, Nursing Asst.	7.65	7.64	7.76	8.56	8.32	92.31	92.36	92.13	91.22	91.46

Source: Department of Education, Community College MIS system



Source: Department of Education, Bureau of Community Colleges and Career Technical Education



Family & Consumer Sciences area enrollment trends show little change from last year's report. The Human Services area has more males enrolled because of the criminal justice and firefighting programs included in that area. Culinary Arts and Foods Services continue to be more male as well. Both of these areas show consistency over time. The traditionally female childcare and home furnishing areas remain very gender segregated and show little movement over the five-year period of time. The biggest dilemma in this area is that childcare is low paying but a necessary and important skill that is needed.

Table D

Family & Consumer Sciences	Percentage Male					Percentage Female				
	FY 99	FY 00	FY 01	FY 02	FY 03	FY 99	FY 00	FY 01	FY 02	FY 03
Human Services	63.11	62.09	64.21	60.47	60.82	36.77	37.91	35.79	39.53	39.18
Culinary Arts and Food Service	50.76	51.40	52.59	59.66	59.71	49.24	48.60	47.41	40.34	40.29
Child Care	3.53	2.98	2.78	3.66	3.51	96.28	97.02	97.22	96.34	96.49
Home Furnishing & Equipment	3.77	2.33	2.15	4.28	3.57	96.23	97.67	97.85	95.72	96.43

Source: Department of Education, Community College MIS system

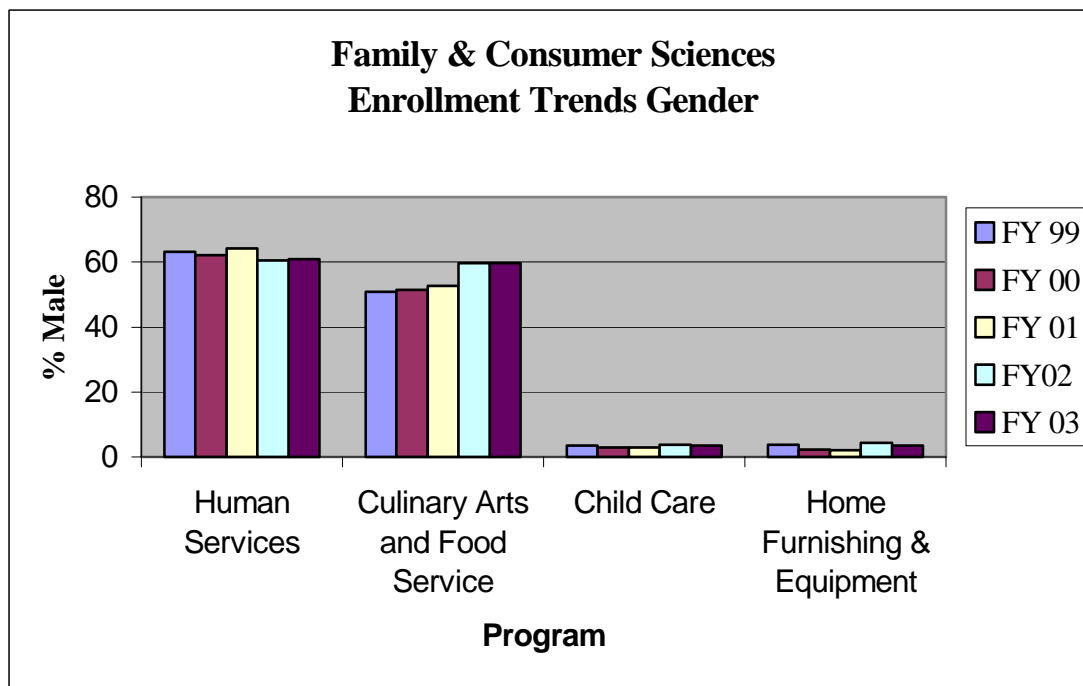


Chart D

Source: Department of Education, Bureau of Community Colleges and Career Technical Education



Industrial Technology remains very male oriented in all program areas except those in the Arts, Media, and Communication area. This area is one that over time has consistently attracted females. In all other areas, females are a part of the programs but the data do not show growth toward more females but rather the trend is often toward more males. In all cases, the change in percentage is small.

Table E

Industrial Technology	Percentage Male					Percentage Female				
	FY 99	FY 00	FY 01	FY 02	FY 03	FY 99	FY 00	FY 01	FY 02	FY 03
Arts Media and Communications	46.11	47.28	46.77	47.97	48.83	53.28	52.72	53.23	52.03	51.17
Architectural Engineering	80.29	80.83	83.31	83.68	84.48	19.58	19.06	16.69	16.32	15.40
Electrical Technology	87.30	88.07	90.72	87.90	91.14	12.70	11.93	9.28	12.10	8.86
Advanced Technology	79.04	73.53	72.96	77.41	83.53	20.96	26.47	27.04	22.59	16.18
Safety and Quality Control	69.71	64.58	66.36	72.00	68.42	30.29	35.42	33.64	28.00	31.58
Construction	91.98	93.95	93.16	97.15	94.90	6.88	5.96	6.84	2.43	4.25
Industrial Electronics	89.99	88.46	90.23	89.63	90.00	10.01	11.47	9.77	10.17	7.76
Transportation	94.76	94.76	94.62	94.98	95.37	5.24	5.24	5.38	4.59	4.06
Manufacturing	90.29	91.06	92.70	92.87	94.50	9.71	8.94	7.30	7.06	5.43

Source: Department of Education, Community College MIS system

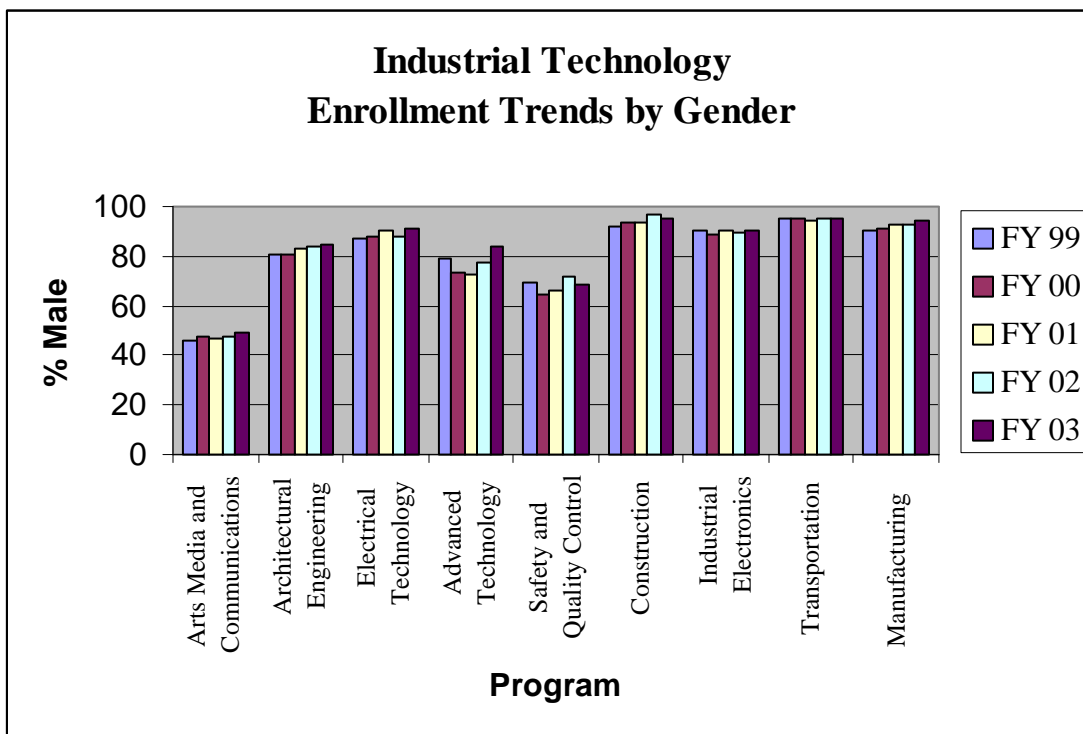


Chart E

Source: Department of Education, Bureau of Community Colleges and Career Technical Education



## **Community College Division Response**

Given the enrollment trends, the Department of Education offered incentive grants for FY03 and FY04 to the community colleges to develop strategies to increase the nontraditional enrollments in a targeted program or program area. Fourteen of the fifteen community colleges submitted grant proposals. Each community college chose a program or program area to address the recruitment and retention of nontraditional students. Five of the grants addressed male under representation with the rest concentrating on those areas traditionally nontraditional for females. The evaluation results for these grants are not yet available.

In addition to these implementation grants, the Iowa Department of Education provided an opportunity for all community colleges to participate in a “Train the Trainer” workshop on the Student Achievement Grounded in Equity (SAGE) program. This program is a professional development initiative to increase instructor capacity to understand and practice instructional strategies that welcome and support all students in their classrooms. Supported by 25 years of research on instructional strategies that affect students because of their gender and ethnicity, the professional development experience for instructors is based upon learning the concepts, practicing the appropriate instructional strategies, implementing the strategies in the classroom, and monitoring the results

Those community colleges participating (11 of 15) were eligible for an implementation grant to assist the college in implementing the program on their campus. Ten of the eleven colleges eligible for these funds applied and were granted \$5,000 each. The evaluations from these projects are not yet available.

During FY04, the Department of Education sponsored one ICN session and one Telenet conference with the college personnel who are responsible for implementing these grants to provide support, discuss and share the strategies that are working, and to increase the transferability of these ideas to other programs within the colleges.

The state continues to provide resources through the Iowa Equity Resource Center located at Indian Hills Community College. Indian Hills has been gracious in continuing their in-kind support of housing the materials and mailing the materials to educators who order through the website, phone, or fax.



**Students from Diverse Racial/Ethnic Backgrounds**  
**Enrollment patterns by Career and Technical Education Program Area**

In looking at the enrollment figures by race and ethnicity, seven percent is the benchmark enrollment figure used given the population of the state. Colleges are encouraged to examine program recruitment and retention policies and practices where enrollment figures are consistently lower than 7 percent or higher than 17 percent. This examination allows the college to ask whether students are being encouraged to take only certain career and technical programs and to ensure that the college is not contributing to enrollment patterns especially in areas where students from diverse racial/ethnic groups are under represented.



## Agriculture

The trends in Agriculture indicate an increase, though modest, in Agriculture Production, Horticulture, and Natural Resources. These data have been used by the instructors to formulate a task force to address the issue of under representation during the 2003-2004 school year.

Agriculture Enrollment: Students from Diverse Race/Ethnic Backgrounds

Program	% Enrollment Students from Diverse Racial/Ethnic Backgrounds				
	1999	2000	2001	2002	2003
Agriculture Business and Services	4.33	4.13	4.55	5.21	1.3
Agriculture Power and Technology	0.52	0.56	1.86	0.17	0
Agriculture Production	2.90	1.44	2.52	2.04	4.38
Horticulture	2.62	2.44	3.42	2.23	2.56
Natural Resources	3.57	3.03	3.05	3.59	4.29

Table H

Source: Department of Education, Community College MIS system

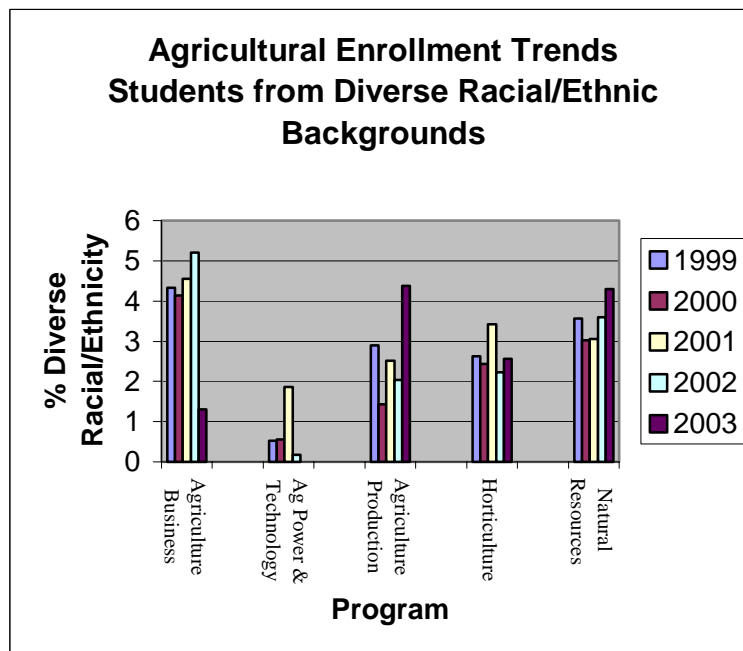


Chart H

Source: Department of Education, Bureau of Community Colleges and Career Technical Education



## **Business & Marketing**

All of the program areas in business and marketing have enrollments at or above the 7 percent mark. There continues to be a trend of consistent enrollment of students from diverse racial/ethnic backgrounds.

Table I

	<b>% Enrollment Students from Diverse Racial/Ethnic Backgrounds</b>				
<b>Program</b>	<b>FY 99</b>	<b>FY 00</b>	<b>FY 01</b>	<b>FY 02</b>	<b>FY 03</b>
Specialty Marketing Programs	8.72	9.95	12.14	10.00	7.22
Marketing, General	5.94	5.58	6.19	7.37	10.20
Bus Admin & Services/Finance	8.46	7.80	8.40	9.18	9.82
Information Technology	8.67	8.13	8.67	8.64	8.24

Source: Department of Education, Community College MIS system

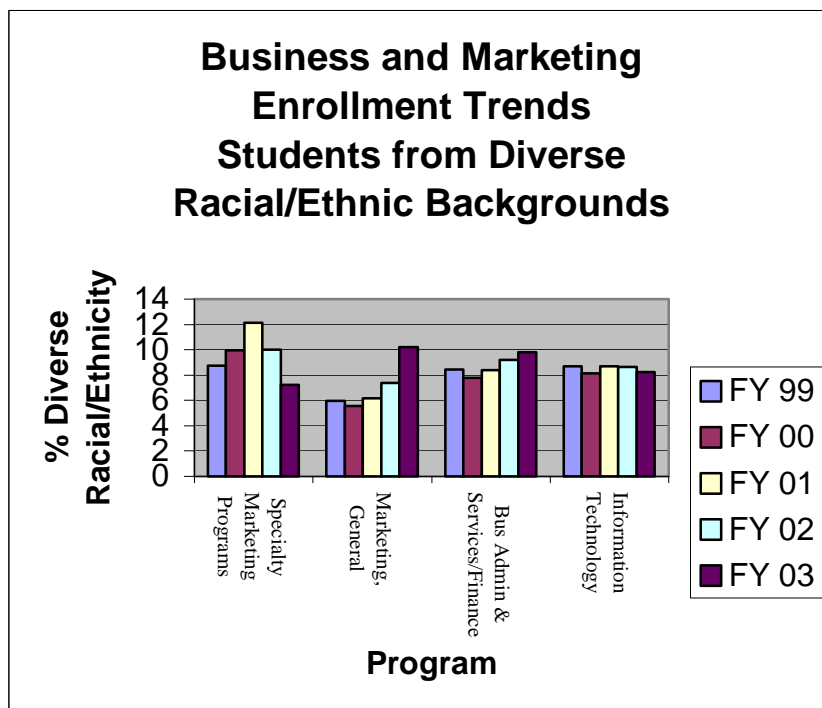


Chart I

Source: Department of Education, Bureau of Community Colleges and Career Technical Education



## Family & Consumer Sciences

The enrollment trends in this area show enrollments over the 7 percent benchmark in all areas except Home Furnishing and Equipment. The Culinary Arts and Food Service area has been consistently higher than the 7 percent over the four-year period and continues to grow in enrollment.

Table J

	% Enrollment Students from Diverse Racial/Ethnic Backgrounds				
Program	FY 99	FY 00	FY 01	FY 02	FY 03
Human Services	6.42	6.41	7.20	6.82	7.76
Culinary Arts and Food Service	9.32	10.88	9.60	10.52	13.37
Child Care	4.58	5.86	7.98	8.43	7.31
Home Furnishing & Equipment	5.03	8.14	4.84	9.63	5.10

Source: Department of Education, Community College MIS system

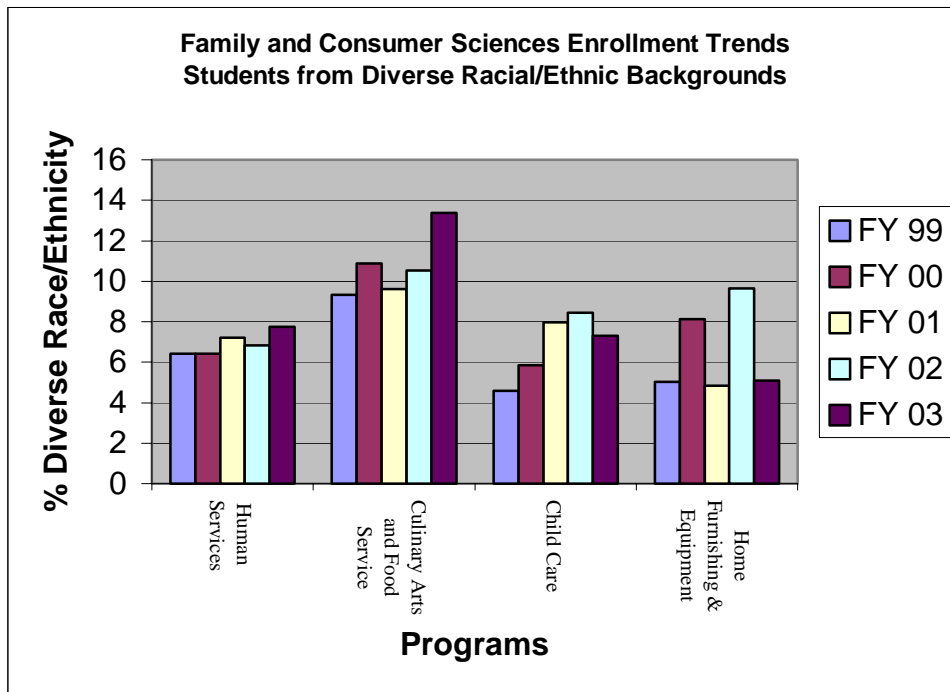


Chart J

Source: Department of Education, Bureau of Community Colleges and Career Technical Education



## Industrial Technology

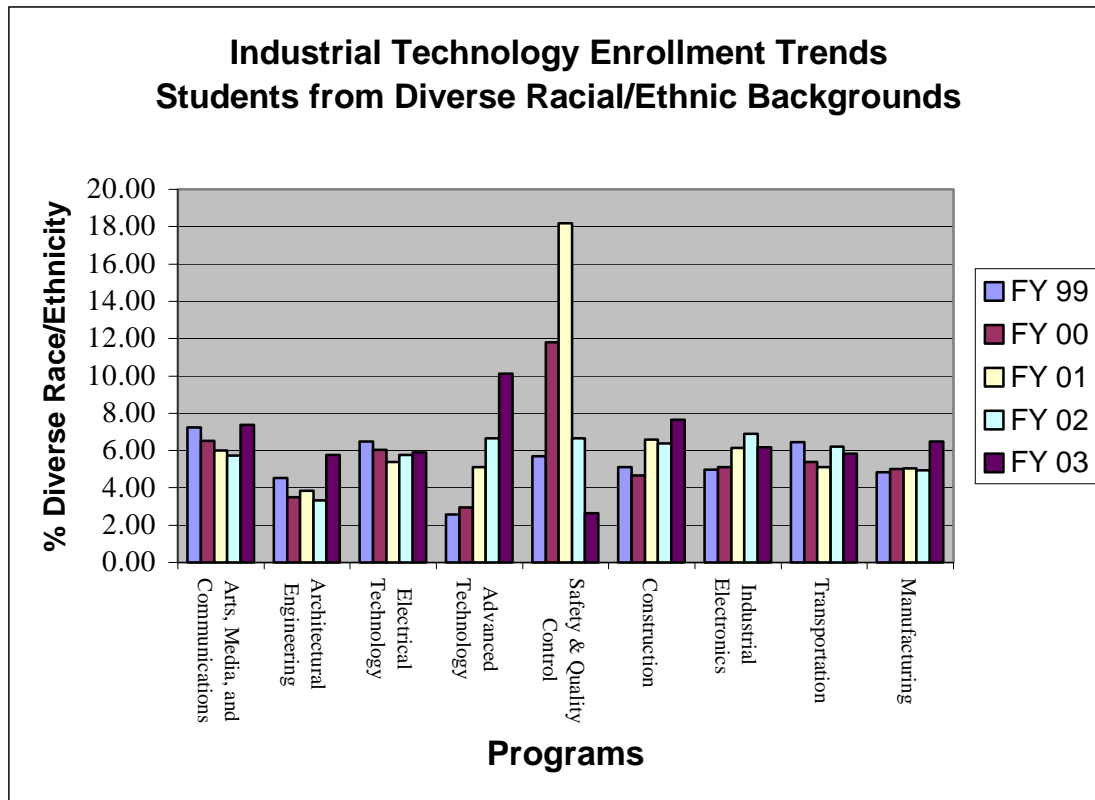
In FY03, three of the nine areas are above the 7 percent benchmark with Advanced Technology at 10.12 percent. Another two programs are close to the benchmark showing significant improvement over FY02.

Chart K

Program	% Enrollment				
	Students from Diverse Racial/Ethnic Background				
	FY 99	FY 00	FY 01	FY 02	FY 03
Arts, Media, and Communications	7.25	6.52%	6.02	5.72%	7.38
Architectural Engineering	4.53%	3.50%	3.83%	3.33%	5.78
Electrical Technology	6.48%	6.04%	5.39%	5.75%	5.91
Advanced Technology	2.57%	2.94%	5.10%	6.67%	10.12
Safety & Quality Control	5.71%	11.81%	18.18%	6.67%	2.64
Construction	5.10%	4.66%	6.59%	6.38%	7.66
Industrial Electronics	4.96%	5.12%	6.14%	6.89%	6.17
Transportation	6.44%	5.37%	5.11%	6.22%	5.82
Manufacturing	4.82%	5.00%	5.05%	4.94%	6.48

Source: Department of Education, Community College MIS system

Table K



Source: Department of Education, Bureau of Community Colleges and Career Technical Education



## Health Occupations

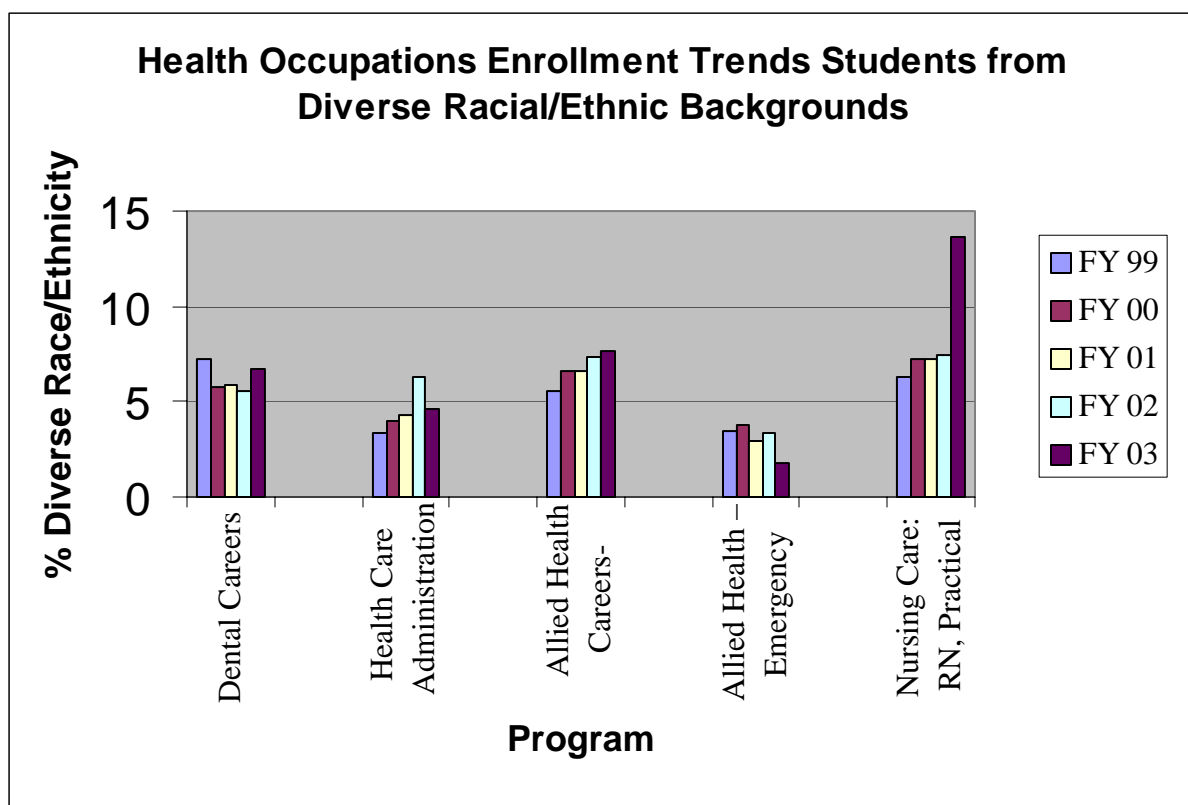
The proportion of under-represented student population in the Nursing Care, Registered Nurses, Practical Nurses, and Nursing Assistant areas increased approximately 81 percent. The areas of Allied Health Careers – Diagnostic & Therapeutic and the Nursing Care are enrolling students at the state baseline.

Table L

	% Enrollment Students from Diverse Racial/Ethnic Backgrounds				
Program	FY 99	FY 00	FY 01	FY 02	FY 03
Dental Careers	7.20	5.75	5.83	5.56	6.70
Health Care Administration	3.38	3.94	4.35	6.34	4.63
Allied Health Careers- Diagnostic & Therapeutic	5.51	6.58	6.64	7.39	7.68
Allied Health – Emergency	3.43	3.81	2.90	3.34	1.80
Nursing Care: RN, Practical Nursing, Nursing Asst.	6.31	7.23	7.26	7.49	13.59

Source: Department of Education, Community College MIS system

Chart L



Source: Department of Education, Bureau of Community Colleges and Career Technical Education



**State Department of Education response to the data:**

The data provided the State Board for the FY02 figures were shared in the fall of 2003 with the Vocational Deans & Directors and Chief Academic Officers at one of their monthly meetings. Each of the college presidents was provided a copy of the complete report. The information was also shared with the Division of Community College personnel who utilized the data in presentations to instructors in the various programs. The data from this report will also be shared in the same manner.

Because of budget constraints, the Perkins Leadership funding was not available for funding incentive grants during the FY04 school year to address the issue of recruitment and retention of students from diverse racial/ethnic backgrounds. The plan for FY05 is to allow colleges to apply for incentive grants in this area if they choose.



**“SHAPING THE FUTURE: A FIVE-YEAR PLAN FOR IOWA’S SYSTEM OF COMMUNITY COLLEGES”**  
**Coordination of Statewide Responses – August 2004**

Goal	Initiative
1. Iowa’s system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.	<ul style="list-style-type: none"> <li>A. Establish programs and services to meet constituent needs through ongoing assessment and evaluation.</li> <li>B. Improve articulation of career/technical and arts/science programs across Iowa’s education system (K-12, community colleges, independent colleges, and state universities) and develop an approach to resolving articulation problems, such as mediation or arbitration, in order to move toward a seamless education system.</li> <li>C. Provide incentives to develop partnerships between local community colleges, other educational entities, and K-12 districts.</li> <li>D. Partner, as requested, with K-12 districts that provide alternative high school education as a means of providing greater opportunities for students.</li> <li>E. Expand programs to meet the needs of Iowans for developmental, job training and retraining, and mandatory adult and community education in order to prepare them for success in education, the workplace, and the community.</li> <li>F. Expand the involvement of business and industry as partners with the community college system to strengthen career and technology-based education programs.</li> <li>G. Explore options for establishing an electronic system to serve as a one-stop web-site connecting Iowans to lifelong learning opportunities at Iowa’s community colleges and for providing individual transportable portfolios.</li> <li>H. Implement strategies to best respond to the needs of adult learning to speak and read English, with special attention to immediate language skills for the workplace.</li> <li>I. Strengthen the relationship between Iowa’s system of community colleges and four-year institutions to address the projected shortage of teachers and administrators, and the need for professional development on learning, teaching, and leadership.</li> </ul>
2. Iowa’s system of community colleges will develop high-skilled workers to meet the demands of Iowa’s changing economy.	<ul style="list-style-type: none"> <li>A. Seek funding for development, necessary equipment, and implementation of industry standard career and technology-based programs that are articulated with secondary schools and with four-year institutions.</li> <li>B. Increase the delivery of entrepreneurship programs and services that prepare Iowans to establish and grow their own businesses.</li> <li>C. Strengthen linkages between the Iowa Workforce Development, the Iowa Departments of Economic Development and Education, and Iowa’s system of community colleges to better coordinate preparation of Iowa’s 21<sup>st</sup> century workforce and to grow Iowa’s economy.</li> <li>D. Strengthen the relationships between Iowa’s system of community colleges and the systems serving individuals with disabilities, the incarcerated, welfare participants, single parents and displaced homemakers, older and immigrant workers, and high school dropouts in order to prepare them to be more productive workers.</li> <li>E. Prioritize addition or expansion of programs and courses to those directly related to high-skill, high-wage careers in advanced manufacturing, information solutions, and life sciences and demand occupations documented by regional skill standards.</li> <li>F. Establish a single point-of-contact process to serve business and industries needing specific training programs delivered at multiple community colleges.</li> <li>G. Develop a recruitment program to encourage students, both in and out of Iowa, to enroll in targeted industry cluster programs.</li> </ul>
3. Iowa’s system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.	<ul style="list-style-type: none"> <li>A. Establish a mechanism to identify the two- to five-year projected increase in costs of Iowa’s system of community colleges.</li> <li>B. Reexamine tuition costs and available financial aid to assure continued access for students of all income levels.</li> <li>C. Reexamine the current funding mechanism that supports community colleges through state and local revenue and student tuition.</li> <li>D. Develop a compensation package for community college faculty and professional staff salaries to be commensurate with the national average within five years.</li> <li>E. Seek support from business and industry for program development and student assistance.</li> </ul>

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**“SHAPING THE FUTURE: A FIVE-YEAR PLAN FOR IOWA’S SYSTEM OF COMMUNITY COLLEGES”**  
**Coordination of Statewide Responses – August 2004**

Goal	Initiative
4. Iowa’s system of community colleges will demonstrate effectiveness and efficiency for achieving the system mission and goals.	A. Develop a set of agreed-upon performance indicators common to all community colleges. B. Collect, verify, and publish community college data through the use of the MIS system. C. Collect one- and five-year implementation plans and annual accomplishments related to the Statewide Strategic Plan from each community college and issue a statewide annual report. D. Establish a recognition program for exemplary activities that address the goals and initiatives of this plan.
5. Iowa’s system of community colleges will recruit, enroll, retain, and/or graduate persons of under represented groups (i.e. gender, race/ethnicity, socio-economic status) in all programs.	A. Implement activities and services that increase awareness of the importance of gender equity and ethnic diversity as it relates to the social and economic development of communities in each college’s geographic area. B. Implement strategies to increase the awareness of K-12 students as to the opportunities available through non-traditional careers. C. Increase collaborative efforts among community colleges, school districts, and community based programs to target potential students in underrepresented populations. D. Replicate, enhance, and/or design exemplary programs to increase women and persons of color in leadership positions in collaboration with school districts, higher education, and business/industry. E. Design opportunities to ensure that the faculty and staff meet the needs of underrepresented populations by utilizing research-based best practices and continuous assessment. F. Strengthen support systems that increase successful transfer and/or employment of minorities and non-traditional students. G. Evaluate the effectiveness of strategies designed to reduce disparities in enrollment, retention, and graduation by gender and ethnicity.



**“SHAPING THE FUTURE: A FIVE-YEAR PLAN FOR IOWA’S SYSTEM OF COMMUNITY COLLEGE”**  
**TIMELINES**

<b>DATE</b>	<b>STRATEGIC PLAN ACTIVITY</b>
FY2000 Legislative Session	Legislation was passed requiring that the Community College Council prepare a written five-year statewide strategic plan for Iowa’s community colleges. The law specified that the State Board of Education shall submit a preliminary plan by December 1, 2000.
May 2000	Mary Wiberg, consultant in the Bureau of Career and Technical Education, Iowa Department of Education; and Larry Ebbers, professor at Iowa State University, were appointed by Ted Stilwill, director of the Iowa Department of Education, to serve as planning facilitators of the Community College Strategic Plan Stakeholders Working Group.
May 22, 2000	Letters were sent out from Director Ted Stilwill requesting nominations for the Community College Strategic Plan Stakeholders Working Group.
June 1, 2000	A planning facilitator discussed the plan at a meeting of the Iowa Association of Community College Presidents.
June 8, 2000	A planning facilitator met with the Community College Council to discuss that plan.
June 14, 2000	Appointment letters were sent out from Director Ted Stilwill.
July 24, 2000	First meeting of the Community College Strategic Plan Stakeholders Working Group.
July 27, 2000	A planning facilitator presented a second progress report to the Iowa Association of Community College Presidents.
August 2, 2000	A planning facilitator provided monthly strategic plan update regarding the plan to the Community College Council.
August 3, 2000	Open forum at the Iowa Association of Community College Trustees Forum to discuss strategic plan.
August 30, 2000	Second meeting of the Community College Strategic Plan Stakeholders Working Group.
September 14, 2000	A planning facilitator provided monthly strategic plan update regarding the plan to the Community College Council.
September 18, 2000	Planning facilitators provided a plan update to the Iowa Association of Community College Presidents.
September 28, 2000	Third meeting of the Community College Strategic Plan Stakeholders Working Group.
October 5, 2000	Planning facilitators presented the draft plan with the Iowa Association of Community College Presidents via the Telenet.
October 6, 2000	A planning facilitator walked through the draft plan with the Iowa Association of Community College Trustees Board of Directors.
October 18, 2000	Statewide ICN meeting was held—34 participants were in attendance.
October 19, 2000	A planning facilitator provided monthly strategic plan update to the Community College Council.
October 24, 2000	Fourth meeting of the Community College Strategic Plan Stakeholders Working Group.
November 2, 2000	Planning facilitators presented another draft of the plan to the Iowa Association of Community College Presidents.
November 15, 2000	Planning facilitators provided monthly strategic plan update to the Community College Council regarding the plan.
November 30, 2000	Planning facilitators presented final draft plan to the Iowa Association of Community College Presidents.
December 11, 2000	Planning facilitators presented final draft plan to the Community College Council.
January 8, 2001	The plan was unanimously approved by the Community College Council for recommended approval by the State Board of Education.
January 11, 2001	Community College Strategic Plan was unanimously approved by the State Board of Education.
February 6, 2001	Director Ted Stilwill and Jan Friedel, administrator of the Division of Community Colleges and Workforce Preparation, Iowa Department of Education, presented an overview of the strategic plan to the Joint Education Appropriations Subcommittee.
February 19, 2001	Letters were sent from Director Ted Stilwill to the Community College Strategic Plan Stakeholders Working Group, community college presidents, and the community college trustees thanking the groups for their thoughtful and deliberative work on the plan. Enclosed was a final draft of the plan which had been adopted by the State Board at its January 11 meeting.
May 22, 2001	A letter was sent from Director Ted Stilwill to the community college presidents and to Gene Gardner, executive director of the Iowa Association of Community College Trustees, which included a copy of the plan as well as a timeline of initiatives.
May 29, 2001	Thank you letters were sent from Director Ted Stilwill to the Community College Strategic Plan Stakeholders Working Group expressing appreciation and to transmit the <u>final</u> copy of the plan. A special thank you letter was also sent to the planning facilitators from the Governor.

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(CONTINUED)

**APPENDIX B**

**“SHAPING THE FUTURE: A FIVE-YEAR PLAN FOR IOWA’S SYSTEM OF COMMUNITY COLLEGES”**  
**TIMELINES**

June 5, 2001	Jan Friedel and Ted Stilwill met with Rob Denson, chair of the Iowa Association of Community College Presidents and president of Northeast Iowa Community College, regarding statewide coordination of responses.
January 17, 2002	Progress report made to the State Board of Education and Community College Council.
August 1, 2002	Progress report on first year of implementation to the State Board of Education and Community College Council.
August 2002	Copies of progress report sent to members of the Stakeholders Working Group.
January 2003	Amendment to plan: Goal 5 added.
August 2003	Second annual report to the State Board of Education and to the Stakeholders Working Group.
August 2004	Third annual report to the Community College Council, to the State Board of Education, and to the Stakeholders Working Group.

**Rvsd. 7/20/04--Iowa Department of Education**